

Education: access · equity · quality

MID-TERM

Strategic Plan

EVALUATION

REPORT

JANUARY 2018 – JUNE 2021

Education: Access, Equity, Quality

ACRONYMS AND ABBREVIATIONS

AGM	Annual General Meeting
APHRC	African Population Health Research Centre
CASEE	Community Aid Small Enterprises Education
CESSA	Continental Strategy for Africa
COVID-19	Corona Virus Disease of 2019
CPA	Certified Professional Accountant
CSOs	Civil Society Organizations
ERP	Enterprise Resource Planning (ERP)
ESDP	Education Sector Development Plans
FGD	Focus Group Discussion
GAWE	Global Action Week for Education
ICT	Information Communication Technology
IDIs	In-Depth Interviews
IPSAS	International Public Sector Accounting Standard
ITT	Indicator Tracking Table
JESR	Joint Education Sector Review
KII	Key Informant Interview
KINGONET	Kilwa Non-Governmental Organization Network
KPIs	Key Performance Indicators
MEL	Monitoring, Evaluation and Learning
MOEST:	Ministry of Education, Science, and Technology
MTE	Mid Term Evaluation
NFYDP	National Five-Year Development Plan
NGOs	Non-Governmental Organizations
NSGRP	National Strategy for Growth and Reduction of Poverty II (NSGRP),
OECD/DAC	Committee of the Organization for Economic Cooperation and Development
PO-RALG	President's Office - Rural Administration and Local Government
QEC	Quality Education Conference
SAWA	Safina Wanawake Association
SP	Strategic Plan
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
ToC	Theory of Change
UBE	Universal Basic Education
UNEG	United Nations Evaluation Group

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EXECUTIVE SUMMARY

Tanzania Education Network/Mtandaowa Elimu Tanzania (TEN/MET) is a network of 140 members working in the education sector since its inception in 1999. Its core aim is to coordinate and strengthen education Non-Governmental Organizations (NGOs), including international NGOs, to advocate for equitable access to quality education and articulate concerns of local communities with an informed collective voice, and to influence policies for Universal Basic Education (UBE) in Tanzania.

The TEN/MET Strategic Plan Jan 2018- Dec 2022, anchored on the education system through which every Tanzanian child has the opportunity of engaging in quality education, charts a course towards the attainment of Sustainable Development Goals and the realization of a future in which every child attains quality education.

The Strategic Plan 2018-2022 has five Strategic Objectives

1. Strong institutional capacity through Board and Secretariat capable of coordinating the national network;
2. Develop and coordinate a strong national network of education CSOs linked to international partners;
3. Equip member CSOs with tools and competencies required to effectively manage change;
4. Commission robust research into education and governance approaches to inform best practices; and
5. Undertake relevant and impactful advocacy campaigns to drive positive changes in the delivery of education.

Evaluation purpose and scope

The overall goal of the MTE was to determine how well the Strategic Plan has been implemented, the extent to which the network has achieved the intended targets, the challenges encountered, the MTE collated and analysed lessons learned, and recommendations for improvement.

The specific objectives of the evaluation are to:

1. Assess the design of the Strategic Plan against the expected outcomes
2. Assess program performance in terms of what contributed to success and challenges
3. Assess network members' engagement towards the achievement of the Strategic objectives
4. Assess financial performance
5. Make recommendations for maximum realization of the SP impact on quality inclusive education.

Methodology

The assignment was carried out in conformity with the international evaluation standards including Development Assistance Committee of the Organization for Economic Cooperation and Development (OECD/DAC) and the United Nations Evaluation Group (UNEG) principles and guidelines. Within the resources available, the evaluation was evidence-based and utilization focused. Stakeholders' participation was sought and incorporated into the evaluator's understanding of the information collected, the analysis performed, the findings presented, the recommendations made, and the results disseminated. This evaluation framework was structured around key evaluation issues of relevance, effectiveness, process, efficiency, and sustainability.

The consultant used a participatory approach during the implementation of the evaluation as was emphasized in the Term of Reference for the mid-term evaluation. Several dimensions were considered in the execution of participatory approach, first the study team worked closely with the client's key officials, and then the team involved a variety of key stakeholders and beneficiaries of this project.

The consultant carried physical visits to eight (8) zones where TEN/MET members are located, the Zones included (Dar es Salaam, Eastern, Central, Western, Lake, Southern Highlands, and Southern, Northern, and International Zones. In-Depth Interviews (IDIs) and semi-structured observations were conducted in all visited area.

Findings

Design of the Strategic Plan against the expected outcomes

The Strategic Plan was generally well designed with clear and logical interventions on the Results Framework, based on the standard components of the Strategic Plan. These components, together with the necessary activities of achieving the same in the short-, medium-, and long-term objectives are adequately summarized in the Results Framework. The framework was well designed with all the necessary elements for the framework, as the basis for planning and monitoring of activities and outcomes

Progress towards results achievement

Relevance

The Strategic Plan (SP) and all its components remained highly relevant throughout, and pertinent to issues facing the Education Sector in Tanzania. The services TEN/MET has offered to its members - information, 'effectiveness' and fundraising support, collective policy engagement, training and networking opportunities - are generally relevant to its overall aim ('to coordinate and strengthen education, Non-Governmental

Organizations (NGOs), including international NGOs, to advocate for the equitable access to quality education and articulate concerns of local communities with an informed collective voice to influence policies for Universal Basic Education (UBE) in Tanzania’).

Efficiency and Process

Overall, the Strategic Plan has delivered its planned activities within the budget. However, despite the challenges the network faced, the network achieved impressive accomplishments.

Quality of Strategic Plan management

The quality of the Strategic Plan management, in general, was good. Quarterly planning and review meetings were conducted by the Board and Management but also members and other stakeholders met annually to discuss and formalized annual reports through the Annual General Meeting (AGM) and Annual Review Meeting (ARM).

Use of management and monitoring tools

The MTE noted that the use of management and monitoring tools was hampered from the initial stages of the Strategy and planning/implementation, as no baseline data were provided; similarly, measurable intermediary and final targets for output and outcome indicators do not seem to have been set, also, the theory of change was developed but lacked clear linkage between the expected results at different level. Further the MTE found that the outcome and impact statement stated in the Strategic plan does not provide the direction of change, which is aimed at by the Strategic Plan. The MTE noted that most of the indicators presented in the Performance Management Overview of the strategic plan are not measurable. Further the MTE noted that the indicator-tracking table and log frame as tools of management and monitoring based on the indicators were missing.

Risk management

The risks associated with external factors, which prevent the Strategic Plan from achieving its planned outputs, from the implementation of the planned activities to the delivery of the required results were anticipated in the Risk

Cost-effectiveness and use of Resources

A review of the Strategic Plan budgetary documentation from 1st January 2018 through 30 June 2021 suggests that resources appear to have been tight but used appropriately for achieving the intended outputs and outcomes.

Effectiveness

Overall, the Strategic Plan has delivered on the majority of planned activities and outputs, which contribute to the achievement of the outcomes. The Strategic Plan has had some successes in promoting coordination and supervision mechanisms within members. It has done so largely because of the intensive consultations during implementation as well as positive buy in of the Strategic Plan by the government and other education stakeholders.

Sustainability

In general terms, the Strategic Plan reflects best practices for promoting ownership and building capacities of TEN/MET Members, which are needed to ensure that the sustainability of the Strategic Plan results prevail.

Financial resources

The evaluation found that TEN/MET relied by 97.2 per cent on donor support to finance its Strategic Plan's activities. With donors increasingly tightening their budgets and some of them shifting priority thematic areas, TEN/MET could find itself in an uncomfortable financial situation if reliance on donor funding continues.

Institutional Sustainability

Institutional sustainability has been presented using a multi-stakeholder approach, Roles and Responsibilities, Capacity Building; staffs are organized and highly knowledgeable, and continued support.

- **Multi-stakeholder's approach:** The evaluation found that the TEN/MET applied a multi-stakeholder's approach coordinating structure to make sure that all relevant stakeholders (TEN/MET members, development partners, Board Members and the Government) are involved in TEN/MET implementation of intervention, leading to the sustainable delivery of intervention with the required qualities.
- **Roles and Responsibilities:** The TEN/MET strategic Plan has clarified the roles and responsibilities of the actors and expectations from them.
- **Capacity Building:** The Strategic Plan has provided capacity building to Members, Secretariat and Board members, in accordance with the identified needs of each group. The MTE found that the capacity building enhances the sustainability of the Strategic Plan.

- **Organized and Highly Knowledgeable:** The evaluation found that members in the visited Civil Society Organization (CSOs) are well organized and highly knowledgeable about the Strategic Plan activities for which were implemented during the period under review.
- **Continued Support:** The findings reveals that TEN/MET secretariat will continue to provide strategic and administrative support service to TEN/MET Members. The support will increase sustainability including learning how to address emerging issues as well as taking advantage of the opportunities

Lessons Learnt

TEN/MET Members' perceptions of SP activities were positive: This point describes the level of satisfaction of the Strategic Plan's main beneficiaries with the quality and usefulness of the activities in terms of their participation and knowledge assimilation.

The role of Member Exchange Program: The TEN/MET experience is that exposure visits of target stakeholders could have positive immediate outcomes.

Conclusion

Overall, the accomplishments of the Strategic Plan were significant. The evaluation findings indicate that the Strategic Plan has registered remarkable outcomes as highlighted under each objective. The Strategic Plan has reached the community at large and the government (policy makers) but also the education stakeholders including DPs engagement and through capacity building, supportive supervision, training, and dissemination of Annual reports.

Recommendations

Key Management Recommendations

1. TEN/MET should make better use of its current network and form new partnerships.
2. Results-based management (RBM) needs to be strengthened in the current Strategic Plan.

Programmatic recommendations

1. TEN/MET should revise its strategic plan to make it more realistic: The revision should start from Indicators; strategies for achieving the intended strategic objectives.
2. TEN/MET needs to put in place robust Monitoring, Evaluation, and Learning (MEL) system, this will be achieved through developing a new fit-for-purpose MEL Plan and data gathering mechanisms that are thought through so that the right things are measured and monitored for effective management that links to the TEN/MET overall aims and objectives.

3. TEN/MET should also revisit and review its theory of change such as a review of the theory of change assumptions, explore change and how to get there; question the assumptions behind the chosen approach and interventions; look for connections between desired outcome and the activities,
4. The evaluators recommend that TEN/MET design and implement a consistent assessment process to gather outcomes in all key Strategic Objectives areas into its Monitoring and Evaluation Frameworks.

1.0 INTRODUCTION

This report presents the findings of the Mid Term Evaluation (MTE) under the Tanzania Education Network/Mtandaowa Elimu Tanzania (TEN/MET) Strategic Plan for the period from 1 January 2018 – 30 June 2021. The report analyses the contribution of various activities and outputs, which are being implemented to achieve the intended outcomes. This independent evaluation was commissioned by TEN/MET to Luhuvilo Sanga, an Independent Monitoring and Evaluation Consultant who carried out the Mid-Term Evaluation from an independent and unbiased perspective.

This Chapter presents the background of Tanzania Education Network/Mtandaowa Elimu Tanzania, The Evaluand: TEN/MET Strategic Plan January 2018-December 2022, the Scope and Objectives of the Midterm Evaluation, and finally, limitations and mitigations of Mid-Term Evaluation.

1.1 Background of TEN/MET

Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) is a network of 140 members working in the education sector since its inception in 1999. Its core aim is to coordinate and strengthen education Non-Governmental Organizations (NGOs), including international NGOs, to advocate for equitable access to quality education and articulate concerns of local communities with an informed collective voice, and to influence policies for Universal Basic Education (UBE) in Tanzania.

TEN/MET envisions a national education system through which every Tanzanian child has an opportunity of engaging in quality and inclusive education. Thus, TEN/MET fosters Access, Equity, Inclusive and Quality Education. The formulation of the strategy was informed by the relevant National and International initiatives and processes that provide for equitable access to quality education as well as TEN/MET's experience in coordinating and strengthening education programs by Civil Society Organizations (CSOs) in Tanzania Mainland.

This strategic plan presents five years' commitments of TEN/MET to advocate for equitable access to quality inclusive education in Tanzania and to contribute towards the achievement of the National Development Vision 2025, Continental Education Strategy for Africa (CESA 2016 -2025), and the Sustainable Development Goals, specifically Goal 4, which aims at ensuring inclusive and quality education for all and promote lifelong learning and sets out ten concrete targets for education improvement. In addition, the key to the mission of TEN/MET, Goal 5 aims to achieve gender equality and to empower all women and girls. The strategic plan highlights organizational direction and priorities from January 2018 to December 2022.

1.2 The Evaluand: TEN/MET Strategic Plan 2018-2022

The TEN/MET Strategic Plan Jan 2018- Dec 2022, anchored on the education system through which every Tanzanian child has the opportunity of engaging in quality

education, charts a course towards the attainment of Sustainable Development Goals and the realization of a future in which every child attains quality education.

The Strategic Plan 2018-2022 has five Strategic Objectives

1. Strong institutional capacity through Board and Secretariat capable of coordinating the national network;
2. Develop and coordinate a strong national network of education CSOs linked to international partners;
3. Equip member CSOs with tools and competencies required to effectively manage change;
4. Commission robust research into education and governance approaches to inform best practices; and
5. Undertake relevant and impactful advocacy campaigns to drive positive changes in the delivery of education.

1.3 Scope and Objectives of the Midterm Evaluation

The overall goal of the MTE was to determine how well the Strategic Plan has been implemented, the extent to which the network has achieved the intended targets, the challenges encountered, the MTE collated and analysed lessons learned, and recommendations for improvement. The MTE established and understood the changes over time in key indicators. The MTE assessed the Strategic Plan (SP) design, scope, implementation status, and capacity of achieving the expected outcomes.

The specific objectives of the evaluation were to;

1. Assess the design of the Strategic Plan against the expected outcomes
2. Assess program performance in terms of what contributed to success and challenges
3. Assess network members' engagement towards the achievement of the Strategic objectives
4. Assess financial performance
5. Make recommendations for maximum realization of the SP impact on quality inclusive education.

The MTE was carried out by gathering information on how the plan was implemented from the sampled Civil Society Organization (CSO), which were physically visited. The MTE involved the collection of relevant data/information through a review of documents, which were shared by the TEN/MET Secretariat. TEN/MET designed the evaluation, which was meant to be participatory and which needed to involve a variety of stakeholders for their inputs and views. This MTE report challenges as per individual interviewees and provides recommendations that would guide future activities of the TEN/MET Strategic Plan.

The evaluation serves as an important accountability function, provides stakeholders and partners with an impartial assessment of the Strategic Plan, which also provides insights into the next programming cycle. Besides ascertaining the level, the achievement towards the Goal, the findings of this review are also positioned to provide inputs for enhancing performance in the remaining implementation period of the Strategic Plan.

1.4 Limitations of the Mid Term Evaluation

It needs to be emphasized that the findings of the mid-term reviews are based on the scope of work described in this report, which again is based on the Terms of Reference for the agreed mid-term reviews and taking into account limitations regarding time and resources available for the work. The observations and conclusions presented in this report are based on the information and documentation received as part of the review work. It cannot be ruled out that other observations and conclusions could be identified if a more in-depth review than what has been possible was carried out within the available time and resources.

1.5 Organization of the Report

The report is structured into four chapters. The first chapter presents the introduction and the background of the mid-term evaluation. The chapter also briefly presents the significance and rationale of the mid-term evaluation. Furthermore, the chapter outlines the purpose, the objectives, and the scope of the assignment.

The approach, the study area, evaluation design, and the methodology used in the execution of the assignment are presented in Chapter Two. Chapter Three presents and analyses the major quantitative and qualitative findings of the evaluation based on the evaluation objectives and following the order of the OECD/DAC evaluation criteria focusing on relevance, efficiency, effectiveness and sustainability. The analysis and findings in Chapter Three form the basis of the conclusions and recommendations presented in Chapter Four.

2.0 APPROACH AND METHODOLOGY

This Chapter presents a brief overview of the approach, study area, and various methods of data collection, sampling frames, and procedures, which were followed. In addition, the Chapter describes how the data were processed and analysed, how the MTE was organized and carried out, and how ethical issues and protection of human subjects were addressed.

2.1 Evaluation Approach

The MTE used a participatory approach during the implementation of the evaluation as was emphasized in the Term of Reference (ToR). Several dimensions were used in executing the participatory approach, first, the consultant team worked closely with the client's key officials (TEN/MET Secretariat), and then the consultant team involved a variety of key stakeholders and beneficiaries of the Strategic Plan.

The consultant team designed evaluation questions and Key Informant Interview guides that aimed at exploring how the stakeholders and other beneficiaries of the Strategic Plan were implementing the Strategic Plan, their perspectives of the Strategic Plan, and the changes contained in the Strategic Plan about their organization. In this regard, the participatory approach had dual advantages.

First, it allowed people (in this case the beneficiaries) to share their views about issues on the implementation of the Strategic Plan, which was envisaged to promote equal opportunities in Tanzania through high-quality education. The participatory approach provided stakeholders with the opportunity of stating how these problems would be addressed through project interventions.

Second, because the Strategic Plan beneficiaries were involved from the very beginning, this involvement created a sense of ownership of the plan among them and thereby enhancing sustainability as a whole. All of these benefits have been central components in the TEN/MET strategy in implementing the Strategic Plan in close collaboration with the Government and CSOs.

The Secretariat shared with the consultant their perspectives of how the Strategic Plan was implemented. Furthermore, the Secretariat reported challenges, how they addressed the challenges, how they judged their work, what they considered as successes or failures, and why they thought that way. In brief, it was the manner they evaluated themselves, and the kind of data they wanted the consultant to collect from the field. TEN/MET Secretariat also informed the consultant of the key stakeholders with whom they worked. This enabled the consultant to identify stakeholders to be contacted for interviews during the fieldwork, using the Key Informant Interview Guide. This approach indeed made the evaluation exercise participatory, inclusive, and objective.

2.2 Evaluation Design

The MTE employed cross-sectional analytic study designs that comprised a mixed-method approach based on a combination of qualitative and quantitative techniques to analyse primary and secondary data. The primary data were drawn from the plan target groups, which included TEN/MET Members, Secretariat, and Board Members who were involved in the Strategic Plan implementation. The design enabled the documentation of the current situation regarding the indicators under review (cross-sectional).

2.3 Geographic setting of the evaluation

The consultant carried out physical visits to 8 zones where TEN/MET members are located; the zones include (Dar es Salaam, Eastern, Central, Western, Lake, Southern Highlands, Southern, Northern, and International Zones).

Table 1 provides a list of the respondents visited per category involved in the survey. In every zone, the team held discussions with TEN/MET and Board members covering 87 per cent of the targeted sample.

Table 1: Number of Respondents visited per categories

S/N	Respondents	Number of Respondent/CSOs Planned	Number of Actual Respondent /CSOs Visited.
	Secretariat		
1	Project Manager TEN/MET	1	1
2	Project officers	3	3
3	Finance, Grants and Admin Manager	1	1
4	National Coordinator	1	1
	TENMET Members 3 per Zone¹		
1	Dar es Salaam Zone	3	3
2	Central Zone	3	3
3	Western Zone	3	5
4	Lake Zone	3	3
5	Southern Highlands Zone	3	3
6	Southern Zone	3	3
7	Northern Zone	3	2
8	International Zones	7	5
	Ministries and Board Member		
1	MOEST	2	0
2	PORALG	2	0
3	TEN/MET Board Member	2	6
	9 Groups of stakeholders	45	39

¹ We have used a Simple Random Sampling to select 3 respondents within a Zone. Refer to Annex 4.3 to all selected respondents highlighted with yellow colour.

2.4 Response Rate

The evaluation involved 39 respondents who participated in the interview. In this evaluation, the average response rate was 87 per cent. Mugenda (1999)² cited that 50% of response rate is adequate rate of response and that above 70% considered to be very good rate of response. Also, the response rate was successful due to the willingness of respondents to participate in the evaluation, the survey team was friendly supported by respondents, and also the data collection methods used attracted respondents to give information.

2.5 Sample Size

The sample size was determined primarily by two aspects, first, the availability of resources, which sets the upper limit of the sample size, and the requirements of the proposed plan of analysis, which sets the lower limit. The consultancy team in collaboration with the TEN/MET secretariat sampled 3 CSOs members per zone and one board member in every zone for inclusion in the MTE, which sought to generate data from the intended primary Strategic Plan beneficiaries. The evaluation had two types of samples, which included a representative sample of the TEN/MET secretariat, and TEN/MET members in all Zones.

2.6 Quality Assurance

Several steps were taken to ensure that high-quality data were collected. The first step involved a review of the developed survey (data collection) tools. The review was carried out in close collaboration with the TEN/MET Secretariat. This was to ensure that the survey tools were based on the approved list of data and information to be collected.

The second step was the selection of enumerators from a pool of applicants based on pre-determined qualifications and participation in the second interviews during enumerators training. This step was taken to ensure that the highest performing and most experienced enumerators were identified for the data collection team. To ensure the quality and completeness of data during the collection process, all data were reviewed by the team leader daily. Feedback on areas for improvement was provided to data collectors daily.

The third step was the pre-testing of the data collection tools. Based on the observations made during the pilot study, the tools were found appropriate with only minor changes to be made. The data in the filled-in pre-test tools were reviewed to check whether they captured the right information and whether the tools were being correctly filled in.

²Mugenda O. & Mugenda. A (2013). Research Methods: Quantitative and Qualitative Approaches. Acts Press, Nairobi; Kenya

The fourth step was ensuring that the data of high quality were collected. Debrief meetings were held with data collectors at the end of each day to review questionnaires and record any incidents/events that occurred during data collection.

In brief, the entire process of data quality control was conducted through:

1. Training enumerators
2. Pretesting and Translation of tools
3. Close field supervision of field team
4. Daily review meetings of data collection teams

2.7 Data analysis

After the completion of the fieldwork, the data were processed and analysed. The initial step was to read the Key Informant Interview (KII) transcripts several times while making notes in the transcript. All enumerators participated in this process. Disagreements or issues, which needed clarification, were resolved through discussions and triangulation of data sources. The qualitative data were transcribed and then coded into themes and categories as advised by Graneheim and Lundman (2004)³.

Then, the categorized data were analysed using the content analysis technique to bring out key salient issues regarding the plan. This method refers to making inferences of what the text says regarding the related aspects. The method also involved an in-depth interpretation of the underlying meanings of the text. Document transcription forms were constructed and utilized to extract relevant data from different reports and records.

2.8 Methods for Data Triangulation

Throughout the MTE, key findings from all the sources were entered into a database organized around the core indicators. The information collected from interviews and focus group discussions were transcribed during data processing. The information was then entered into the database.

The database, which was created, included data from sources such as interviews, and documentation. The data were entered under the heading of the relevant indicators. This method allowed the team to structure the collected data and to look for common trends, innovative approaches, lessons learned, and gaps.

³Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures, and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.

2.9 Ethical Considerations: Human Subjects Protection

Individual verbal informed consent was sought from all the respondents before the interviews were conducted. Before each interviewee could give their consent, the interviewer provided a brief description of the study objectives, the data collection procedures, the potential harm to participants, the expected benefits, and the voluntary nature of participation at all stages of the interview.

2.10 Inclusion and Exclusion Criteria

The inclusion criteria in the evaluation included the following: first, the respondents must have worked in the target Civil Society Organization (CSO) for at least one year, and second, the respondents must be familiar with the Strategic Plan. On the other hand, the exclusion criteria were, first, the respondent's refusal to participate and second, the respondents' unwillingness to respond, falling sick or becoming incapable of responding to the questions, or not being of sound mind.

3.0 PRESENTATION OF FINDINGS

This chapter presents the findings, which are organized according to the study objectives as presented in section 1.2. The analysis addresses both the Strategy performance and the influencing factors namely, the enabling environment provided by the Government of the United Republic of Tanzania. technical and financial support from the Donor and TEN/MET Members, which contributed much to the observed level of performance as they influenced timelines and anchoring of the TEN/MET interventions to deliver the anticipated results. The findings presented under each of these themes form the basis of the conclusion, lessons learned, and recommendations presented in Chapter Four of this report.

3.1 Assessment of the design of the Strategic Plan against the expected outcomes

The Strategic Plan was generally well designed with clear and logical interventions on the Results Framework, based on the standard components of the Strategic Plan. These components, together with the necessary activities of achieving the same in the short-, medium-, and long-term objectives are adequately summarized in the Results Framework. The framework was well designed with all the necessary elements for the framework, as the basis for planning and monitoring of activities and outcomes.

The assumptions of the Strategic Plan were relevant and well-formulated at the appropriate levels. The assumptions and risks were mapped and assigned mitigation or management strategies using a risk matrix. For example, with the assistance from the wider member base, the TEN/MET secretariat identified risks associated with the Strategic Outcome (*Vibrant Civil Society Organisations capable of generating the positive change to education systems, policies, and frameworks*) along with each of the five Intermediate Outcomes.

The exercise highlighted areas of low, medium, and high risk in the achievement of these outcomes and the organization as a whole. Mitigation and management methodologies of the risks were incorporated into the overarching strategic plan; these included, for example, the steps of recruiting a Certified Public Accountant (CPA) in the role of Finance, Grants and Administration Manager to enhance and ensure there is always a sound financial management system within the organization as a whole.

The strategic plan institutional design and capacity building strategy were generally appropriate and involved TEN/MET members, the Government, and Donors/DPs. The strategic plan design placed significant emphasis on the Capacity building of TEN/MET Members, this contribute to TEN/MET sustainability, in recognition of and dependent on TEN/MET Members' capacity in supporting the strategic Plan.

The findings of the MTE review show that the strategic plan has been designed to utilize the Theory-of-Change (ToC) as well as the Results Framework as its main tools. The review found that ToC does not show time-bound causal link/pathways from the 'start' to the 'end' by specifying the needed steps of achieving certain strategic Objectives. In addition, the tool does not show the results chain by specifying a set of connected building blocks, referred to as inputs, outputs, outcomes, and impact.

The review found that ToC does not explain how a given intervention, or set of interventions, are expected to lead to specific development change, drawing on a causal analysis based on the available evidence. A theory of change for the TEN/MET must be driven by sound analysis, consultation with key stakeholders, and learning on what works and what does not in diverse contexts drawn from the experiences of the TEN/MET and its members. The review found that by and large there are no underlying assumptions and risks on the ToC that will be vital to understand and revisit throughout the process to ensure the approach will contribute to the desired change.

3.2 Progress towards results achievement

The evaluation is intended to review and assess the Relevance, Efficiency, Effectiveness, and Sustainability of the implementation of the Strategic Plan. The findings are discussed under four major themes presented in the subsequent sections.

3.2.1 Relevance



1. Relevance of the Strategic Plan to target groups
2. Alignment with Government Priorities
3. Activities continued to be relevant to the Network priority of Quality, inclusive and equitable Education in Tanzania

Under relevance, the MTE assessed the extent to which the Strategic Plan (SP) fed into the development context of Tanzania mainland including the National development strategies, addressing priority human development needs and challenges influencing National Frameworks such as Tanzania Vision 2025. The MTE also assessed how program outcomes were aligned to the 2030 Global Agenda. Specifically, the evaluation assessed the relevance of the Strategic Plan to the target groups; thus, the alignment of Strategic Plan with government priorities and activities continued to be relevant to the network priority of quality, inclusive, and equitable education in Tanzania.

Relevance of the Strategic Plan to its members

The Strategic Plan and all its components remained highly relevant throughout, and pertinent to issues facing the Education Sector in Tanzania. The interventions TEN/MET has implemented in collaboration with its members includes - information, 'effectiveness' and fundraising support, collective policy engagement, training and networking opportunities - are generally relevant to its overall aim ('to coordinate and strengthen education, Non-Governmental Organizations (NGOs), including international NGOs, to advocate for the equitable access to quality education and articulate concerns of local communities with an informed collective voice to influence policies for Universal Basic Education (UBE) in Tanzania').

Additionally, the activities are generally well aligned with members' needs and priorities, but less so when considering specific organizations within the hugely diverse membership at particular points in time. The relevance of services offered by TEN/MET to its members as a network was also considered and was generally well matched.

Overall, members believe they have benefitted from being part of the Network, especially from being 'kept in the loop' on National and International education issues/information, fundraising support, networking, effectiveness support, and the individualized and personal approach that TEN/MET has implemented in collaboration with members and other stakeholders.

"...being a member of the network CDO has managed to link with other organizations and has been able to share different information and other members experiences on how they carry out project activities, lessons learnt, hence enabled the organization to be updated on all information concerning education matters. The network also linked the organization with other international organizations that deal with children protection and sometimes get the opportunities of being linked with different partners and collaborators" (KII, CDO).

However, fundraising support linked to specific focused funding streams and funders' country priorities, lacks of relevance to many members serves to disengage those who do not fit the criteria but still need fundraising support (perhaps even more).

This was confirmed by TEN/MET members and key sector role players during the interviews. The review found that the TEN/MET secretariat coordinated and strengthened well the education Civil Society Organizations (CSOs) in Tanzania through networking, capacity building, research, and advocacy as shown in Table 2.

Activities continued to be relevant to the Network priority of Quality, Inclusive and Equitable Education in Tanzania

The evidence collected from interviews with TEN/MET members in almost every Zone visited provided testimony of the extent to which the Strategic Plan was implemented

and of the activities which are still relevant to the Network priority of Quality, Inclusive and Equitable Education in Tanzania. The following activities were reported to be relevant to the network priority.

Table 2: Relevant Activities

INSTITUTIONAL CAPACITY	NETWORKING	CAPACITY BUILDING	RESEARCH	ADVOCACY
Internal review of Governance	Participate in T.V and Radio Talk show	Annual national level CPD training	Production of technical papers	Production of policy briefs
Policies and Procedures	Development and publication of newsletters	Annual zonal level CPD training	Panel Discussions	Organize Global Action Week on Education (GAWE)
Quarterly Board Meetings	Production and dissemination of TEN/MET promotional materials	Exchange learning visits among CSOs	Research Committee meetings	Organize Quality Education Conference (QEC)
Annual external audit of accounts	Participation in National, International and Continental Educational forums	Technical capacity assessment of members.	Continuous professional Development (CPD) events	Advocacy Committee meetings
Review of Strategic Plan	Annual General Meeting			Participation in National Education Sector Reviews
External Governance Audit	Zonal members meetings for Advocacy and best practice sharing			Caucus Meeting (MPs, MOEST, MOF, PORALG)
External Governance Audit	Zonal Steering Committee meetings			Participation in LEG Meetings
Staff learning and capacity development	Annual National Committees meeting			High level engagement meeting with government official (Ministry of finance, Ministry of education, parliamentary social service)
	Physical verification visits			

Following the review of the secondary data using the website, annual reports, and social media about the types of activities being implemented and their contents, it is apparent that the majority of activities are relevant in achieving the overall objective of TEN/MET. The activities under the period of Strategic Plan review focused on information, TEN/MET Institutional capacity development, networking, capacity building, robust research and impactful advocacy as detailed in Table 2

Alignment with Government Priorities

TEN/MET intervention is relevant to the Government priorities as education is one of the strategic priority sectors for the Government, which have been looked at as an avenue of realizing the 5-year strategic priorities of the country. The Strategic Plan was built on the priorities of the Tanzanian Government as set out in the Tanzania Development Vision 2025, the National Five-Year Development Plan (NFYDP) 2016/17-2020/21 and the Education and Training Policy of 2014, the National Strategy for Growth and Reduction of Poverty II (NSGRP), and the Sustainable Development Goals (SDGs), particularly SDG No. 4. The TEN/MET Strategic Plan (SP) was aligned with the Education Sector Development Plans (ESDP) 2016/17-2020/21, which focuses on ensuring equitable access to education and training for all, including the most disadvantaged.

Moreover, the TEN/MET strategy has also contributed to the realization of the Tanzania Development Vision of 2025, which envisages the attainment of a middle-income economy in Tanzania, for example education advocacy campaigns conducted through GAWE commemoration in Chemba - Dodoma region in August 2020 under the theme "Collective accountability for Financing Quality Inclusive Education" and in Rorya – Mara region under the theme "Financing Education Systems for Sustainable Development" in June 2021, brought together more than 20,000 people from government officials, the media, teachers, local government authorities, students, parents, religious leaders, traditional leaders, private sectors, and CSOs. Furthermore, during GAWE commemoration in Chemba and Rorya, TEN/MET fundraised Tshs. 30,132,000/= through members and partners to support schools' infrastructure for improving teaching and learning environment. The education advocacy campaigns has led to public committed in continued efforts in financing quality inclusive education, also the campaign has sstrengthened relationship between the Local government and TEN/MET

Photo 1: A supported Girls Hostel at Kwamtoro secondary school before and after GAWE intervention



Before GAWE Intervention

After GAWE Intervention

Despite these achievements, a few gaps in the perceived relevance of these interventions' areas such as some partners such as Porticus and the African Population Health Research centre (APHRC) have dropped out due to a change of their strategic focus and the impact of COVID-19.

The relevance achievement has been enabled by:

1. Member expertise and commitment to implements the planned activities ,
2. Making good use of connections and relationships at International and National Levels,
3. Working in partnership with other networks and service providers,
4. The flexible approach and commitment of remaining / new staff, and Board engagement

Table 3: Summary of Networking, Capacity Building, Research, and Advocacy

Year	Area of Focus	Group Category	No. of Participants	Contents Covered
2018/2019	Capacity Building	TEN/MET Members	22	Member under Child Protection thematic group had two learning visits to organisations thought to be predominantly child protection in Kilimanjaro in November 2018. Using apprenticeship, members learned on how their colleagues carried out the business of children protection.
		TEN/MET Members	15	Effective and successful proposal and report writing.
		TEN/MET Members		Grouping of members into five thematic areas
2019/20	Institutional Capacity	Board Members	13	Board members were trained on their roles and responsibilities through the Board Charter.
			3	Board Committees were formed based on their expertise.
			13	Board members were oriented and updated on the 5 years (2018-2022) Strategic Plan.
		TEN/MET Secretariat	4	Members of staff attended the Financial Management and compliance capacity building.
			1	Staff member was trained on IPSAS
			6	Staff members were trained on crisis management, performance management, and change management
			16	Staff were trained on interpersonal/communications skills, presentation skills, and on how to organize and participate in the online meeting (zoom, webinar, Skype)
2020/2021	Institutional Capacity	TEN/MET Secretariat	2	Finance staff attended 10 days, on two occasions, on comprehensive IPSAS training to equip them with skills and knowledge required in the preparation of financial statements under IPSAS
			1	Finance staff attended a 10 days comprehensive online training on Financial.
			1	ICT and Knowledge Management Officer attended 5 days of online training on Monitoring and Evaluation organized and financed by OXFAM IBIS (EOL Regional Management Unit) through MS-TCDC
			2	National Coordinator and Resource Mobilization Officer attended a training on Fundraising and Grant Management course offered MS. TCDC in Arusha

Year	Area of Focus	Group Category	No. of Participants	Contents Covered
			1	Driver attended training on Toyota 4x4 off-road in Dar es Salaam.
		TEN/MET Members	18	Effective M&E and report writing for evidence-based advocacy and accountability
			117	ICT and tax regulations
		TEN/MET Members	15	TEN/MET members benefited from capacity-building support organized by the TEN/MET Secretariat
		Board Members	13	Conducting performance evaluation but also on how to use and apply the performance evaluation tools.
			13	Conducted performance evaluation and used the results to identify the areas of weaknesses and prepared a training plan
2019/20	Networking	TENMET/SIDA		Partnerships with SIDA which support core funding,
				Global Partnership for Education through the Education Out Loud to implement a Project titled: 'Strengthening the Role of Civil Society Engagement in the Education Sector'
		TENMET/Action Aid Tanzania		Action Aid Tanzania through the NORAD project on breaking barriers and gender-responsive services.
	Research And Advocacy	TENMET/DUCE		The Dar es Salaam University College (DUCE) has already been commissioned to conduct a study on the alternative pathways for providing education for girls and teen mothers.
2020/2021	Networking	TENMET/ Digital Media		Live Videos and one Visual Documentary were developed and shared on social media.
				Online media presence (Social media campaigns and YouTube live streams) also posted and promoted impactful advocacy posters on Facebook and Instagram
2020/2021	Research And Advocacy	TEN/MET		TEN/MET conducted an education budget analysis in Tanzania, which aims to capture the education budget trends for 5 years and advocate for an education budget increase to 20 and 6 percent of the GDP
				Available Options to Fund Recruitment, Training, Support, and Monitoring of Secondary and Primary Schools Teachers in Tanzania and the existing girls' education initiatives and support for out of school girls and teen mothers in Tanzania mainland
				Global Action Week for Education (GAWE) and International Quality Education Conference (IQEC), which created an avenue for education stakeholders in the country and beyond to discuss the education roadmap and collectively propose plausible solutions

3.2.2 Efficiency



1. Strategic Plan Implementation against work plans
2. Timely achievement of objectives, activities and expected results
3. Quality of Strategic Plan management
4. Strategic Plan management
5. Risk management
6. Cost effectiveness and use of Resources
7. Assessment on whether expected results (outputs and outcomes) have been achieved at reasonable costs
8. Assessment on possible alternative activities offering higher cost-effectiveness

Efficiency refers to the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.⁴ The evaluation assessed the extent of clarity and realism of the criteria which the Strategic Plan used for allocating financial resources to meet its targets. The evaluation also assessed the Strategic Plan Implementation against work plans, timely implementation of activities, achievement of objectives, and expected results, quality of Strategic Plan management, use of management and monitoring tools, Risk management, cost-effectiveness and use of resources, assessment on whether the expected results (outputs and outcomes) have been achieved at reasonable costs, assessment on possible alternative activities offering higher cost-effectiveness and factors that contributed to implementation efficiency.

As opposed to other strategic evaluations, this MTE did not use a conventional approach, rather it based on the triangulation of information from various sources and multiple key informants on the extent to which the 2018 – 2022 Strategic Plan results were achieved with prudent use of the available resources and in a cost-effective manner without compromising the quality and timeliness of the actual outputs

Strategic Plan Implementation against work plans

Overall, the Strategic Plan was implemented according to the set plan. MTE found that the TEN/MET secretariat accomplished 77 per cent of the planned activities from January 2018 – June 2021, which is an impressive milestone. Full implementation of the set plans was constrained with the COVID-19 pandemic, which paralyzed full implementation from February to April 2020. However, the team's resilience coupled with goodwill and understanding partners made it possible for TEN/MET to catch up with most of the activities and rescheduled some of the activities. Also the secretariat became more organized and interested in excelling under close management support

⁴ <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

At the level of Strategic objectives and the expected results, there have never been targets set for track and measure achievement at mid-term results. Targets help to establish clear expectations for Strategic Plan and key stakeholders. Once a Strategic Plan is underway, they serve as the guideposts for monitoring whether progress is being made on schedule and at the levels originally envisioned. All of the expected outcomes were planned within the final deadline of the implementation of the Strategy and activities. In addition, monitoring progress over the expected results is problematic for most general and specific objectives, as outlined in the section on effectiveness. The dominant opinion among stakeholders from the survey conducted by the evaluation team is that, many objectives of the Strategy (general and specific), activities from the Strategic Plan, and the expected results, have been either achieved or are likely to be achieved in due time. Time estimation has been associated only at the level of activities.

Quality of Strategic Plan management

The MTE assessed the quality of the Strategic Plan management and found it in general to be good. SP was managed by skilled secretariat team equipped through the staff learning capacity building, and there was monitoring of the planned activities in each year. The SP was managed through AWP and Budgets approved by the Board. TEN/MET organized the quarterly and annual meetings with members, whereby the quarterly reports were presented to and discussed by the Board, there was annual external audits and recommendations for improvements on the areas of weaknesses also the planning and review exercises were conducted with TEN/MET members and other stakeholders, for example during 12th Annual General Meeting (AGM), the Strategic Plan 2018-2022 were formalized in the Annual General Meeting (AGM), the AGM approved narrative and financial reports, strategic plan, and the Constitutional especially the Vision, Mission and core values. The AGM also approved the new Strategic Plan 2018-2022, the annual report, and the financial audit. The NTE found that the SP was managed through the revised and new policies – with well-defined procedures and Good working environment. TEN/MET received funding on Instalment based on the terms and conditions from the donor and members contributions; this made the implementation of the Strategic Plan easy.

The MTE noted that in 2019 TEN/MET automated its work flows into the financial management system, the Odoo ERP (Enterprise Resource Planning) software which improved its systems of internal controls and operational efficiency. The Odoo ERP is well designed enough to generate quality reports for users including management and stakeholders. System quality assurance was ensured through technical support from the TEN/MET members and the Board of Directors. Financial administration and accounting were carried out by the TEN/MET secretariat, and whose procedures were defined in the standard operating procedures/financial guideline.

Use of management and monitoring tools

Management and Monitoring tools are entity of instruments to support implementation of concepts and ideas at all levels of conceptualization and realization of Strategic Plan, ultimately aiming to support organizational processes. Monitoring tools are used to

continuously keep track of the status of the system in use, in order to have the earliest warning of failures, defects or problems and to improve them.

The MTE noted that the use of management and monitoring tools was hampered from the initial stages of the Strategy and planning/implementation as there were no baseline data. Similarly, measurable intermediary and final targets for output and outcome indicators at general and specific objective levels were not set, the theory of change was developed but lacked clear linkage between the expected results or the outcome in the Strategic Plan and the impact envisaged by the text of the Strategy. In addition, the level of the results (Outcome and Impact) stated in the Strategic plan do not provide the direction of change, which is aimed at by the Strategic Plan.

Secondly, the MTE noted that most of the indicators presented in the Performance Management Overview of the strategic plan are not measurable, rather they are a means of verification for example in Outcome 1 *“Vibrant Civil Society Organizations capable of generating the positive change to education systems, policies and frameworks”* whose indicator is stated as, “evidence of national systems, policies or frameworks significantly impacted through TEN/MET campaigns by 2022”. This is not an Indicator; it is a means of Verification. Outcome indicators assess progress against specified outcomes, also they help to verify that, the intended positive change in the development situation has taken place, indicators should be specific, measurable, achievable, realistic, and time-bound (SMART).

Thirdly, the MTE noted that the indicator-tracking table (ITT) and log frame established as tools of management and monitoring based on the indicators were missing. The ITT and a log frame could serve as the primary mechanism of operationalizing and monitoring the Strategic Plan. The ITT could have tracked the progress of indicators included in the M&E Plan towards Strategic Plan targets. Data generated in the ITT could have been used for informing Strategic Plan implementation decisions, sustainability actions, and for internal and external reporting.

Fourthly, it was found that the structure of the annual reports needs to be improved starting from the layout of the report, presentation of the findings, and visualization of data; for example, the evaluation team noted that the pie chart, the bar chart, the line graph, and table in some parts of the reviewed annual plan were incorrectly used, for example pie chart are used when presenting one variable, while bar charts are used when presenting more than one variable, and line charts are used when presenting the trend over years. The MTE noted that the monitoring role assumed by TEN/MET was employed only in a formal way, and not as the management and monitoring tool. The Annual implementation reports for the Strategic Plan do not provide sufficiently comprehensive information on the status of results against the expected target indicators. In addition, the reports do not report the outcome level of Indicators and the results.

Strategic Plan management

The strategy was generally efficiently managed, as it was characterized by specifically qualified and dedicated personnel and had clear reporting lines and structures as seen in Figure 1. The strategy was approved by Board Members. The Members of the Board oversees the management on the actual implementation of the Strategic Plan through its quarterly meetings. In general, the Strategic Plan management was also compliant with the overall activity timeline and output target set on annual basis. All the process indicators showed positive compliance with the annual work plans and budgets.

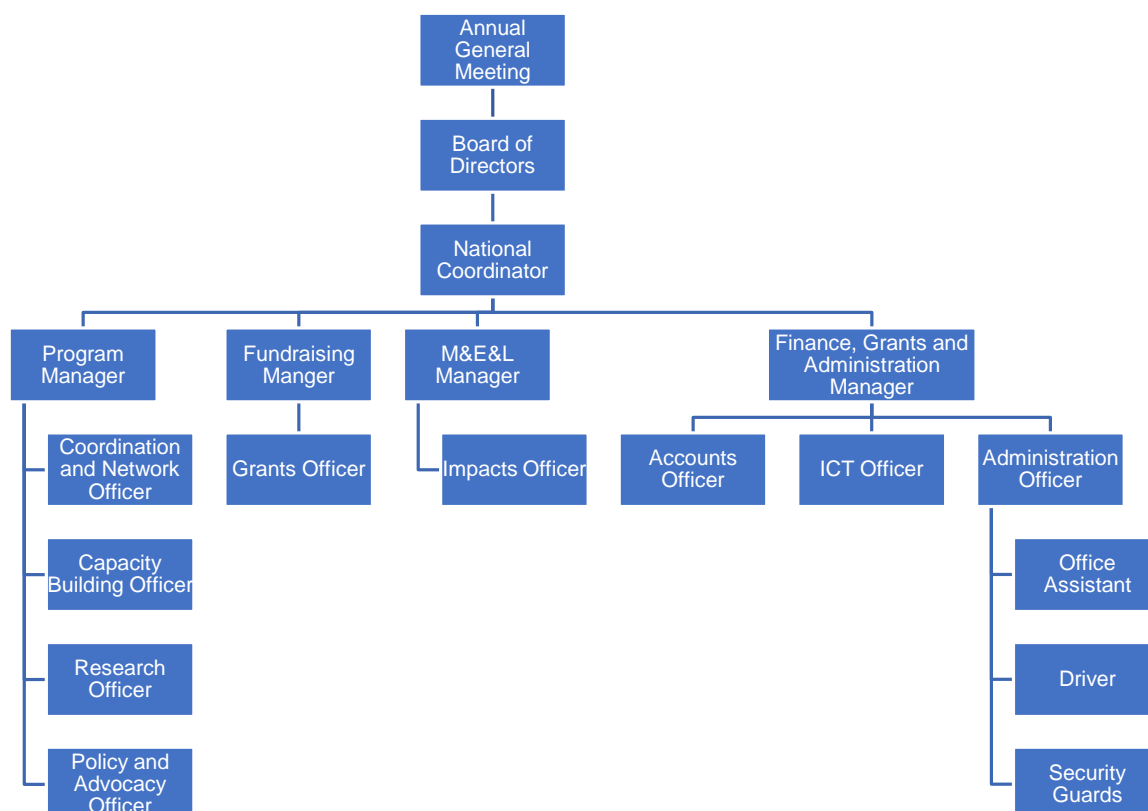


Figure 1: Organisation Structure

Risk management

Most of the risks associated with external factors, which prevent the Strategic Plan from achieving its planned outputs, from the implementation of the planned activities to the delivery of the required results were anticipated in the Risk Register. However, in this regard, the most significant external risks (not included in the log frame), there was the issue of COVID 19, which emerged and affected the implementation of the Strategic Plan.

Cost-effectiveness and use of Resources

A review of the Strategic Plan budgetary documentation from 1 January 2018 through 30 June 2021 suggests that resources appear to have been tight but used appropriately for achieving the intended outputs and outcomes. The allocation of budgetary resources appears to be adequate and appropriate. The documents also show a close alignment between the planned and the actual expenses. During this reporting period, donors and TEN/MET members continued to fulfil their commitments by disbursing the funds as per agreed disbursement schedules to finance both administrative and program activities as detailed in the Strategic Plan.

The findings as presented in Table 4 reveal that from 1st January 2018 through 30th June 2021, TEN/MET received a total of Tshs 6,469,726,631, which is equivalent to 59.10 percent of the total budget of Tshs 10,939,670,029. Out of which Tshs 6,285,827,781 (97.2%) came from donors and Tshs 183,898,850 (2.8%) came from TEN/MET members and other stakeholders. This signifies that during the reporting period financing of TEN/MET budget depended on donors by 97.2 per cent.. Besides, donor reliant puts TEN/MET's sustainability at risk because most donors have been tightening their budgets and changing their areas of focus. Membership fee in that respect is not enough to make the Network sustainable because fees are very low but also not all members have been settling fees on time and some needed a little nudging. The available resources (money, facilities/ capital assets) towards the implementation of 2018-2022 SP have been assessed and found to be insufficient. Scarce financial resources have been one recurrent topic mentioned by the stakeholders met during the field visit. This aspect was pointed out by the participants as one of the main challenge in the implementation. One of the participants of KII noted,

“TEN/MET is a donor dependence network, that may later lead to its underperformance because it only depends on donors and membership fees as it does not have any source of income to generate fund” (KII, Board Member).

The review found that TEN/MET has developed a fund-raising strategy that will look into ways of sustaining the existing funding options in addition to diversifying the funding sources.

The funding strategy policy is expected to secure more funds in 2021/22 to fill in the strategic funding gap of Tshs 2,254,933,936 to ensure the attainment of its five-year strategic objectives.

The resource-intensive activities contemplated for this Strategic Plan seems to justify the allocation of a high proportion of the program budget of Tshs. 7,899,802,938 (72%) of the total Strategic Plan budget and administration budget of Tshs. 3,039,867,091 (28%) which includes personnel and other administrative costs such as office renting and office utilities.

The personnel costs include salaries, fringe benefits (NSSF and medical insurance cover) and other statutory obligations (SDL and WCF) in respect of professional and

general service staff as per employment terms and conditions but also in compliance to the Tanzania Labour Laws and Employee Relations Act.

During the review period, the Network deployed sufficient skilled and semiskilled manpower to run the implementation of the 2018-2022 SP. As at the end of the period under report, there was 13 full-time staff involved in the implementation of the SP. This number of staff appears to be generally appropriate, as the respondents indicate that in most cases staff can perform the tasks assigned in the context of the Strategic Plan without incurring overtime.

The operational costs of the Strategic Plan seem to be reasonable based on the evaluator's experience of different Strategic plans of similar scope conducted by other international cooperation agencies. The TEN/MET put forward the best structures to effectively and efficiently manage their activities most cost-effectively. The MTE found that up to 88 per cent of the funds were utilised from 1st January 2018 through 30th June 2021. The 12 per cent of the unabsorbed funds were attributed to late disbursements or donors of projects which phased out during the reporting period.

Assessment on whether the expected results (outputs and outcomes) have been achieved at reasonable costs

During the interviews, the TEN/MET secretariat and other key stakeholders were asked to give their best assessment of whether the implementation of the Strategic Plan had so far been efficient and whether its expected results (outputs and outcomes) were achieved at a reasonable cost. The Consultant generally considered that the assessment by the stakeholders interviewed to have generally delivered very good value for money. In one example, the costs were assessed by interviewees (external stakeholders) to have been even lower than they could have been. For example, the TEN/MET secretariat internally developed new policies, which cost as low as Tshs. 22.7 Million; this could have been higher if the external consultant was hired. In addition, the ERP software was procured at a cheaper price of Tshs. 65.9 Million than expected.

The KII respondents were asked whether the outputs of the Strategic Plan were achieved or expected to be achieved with reasonable resources (cost, time, efforts, etc.). The opinions of the respondents' on the cost-effectiveness of the Strategic Plan were rather negative. The analysis of the respondents' on justifications indicates that the respondents did not address the question in terms of the cost of the outputs, but in terms of the cost of achieving the impacts. In most instances, the comments pointed to a lack of results despite the efforts of many years. The respondents survey assessed efficiency concerning its higher-level effects which, as explained in section 3.2.3 on effectiveness, have yet to materialise while key stakeholders interviewed interpreted outputs as concrete deliverables (such as studies, workshops, specifications, guidelines

Assessment on possible alternative activities offering higher cost-effectiveness

The respondents were asked if the expected results (outputs and outcome) could be achieved through alternative approaches of offering higher cost-effectiveness. In general, the respondents could not cite any examples of alternatives, which is a positive finding. One recurring comment from stakeholders was that workshops were sometimes used as dissemination activities rather than a truly participatory tool. This proved not to be cost-effective, as there are much more cost-effective dissemination approaches than workshops (note that in their assessment, stakeholders consider their costs).

The following are factors that contributed to implementation efficiency

1. Automation of work flows through Odoo Enterprise Resource Planning (ERP) software thereby improving TEN/MET's internal controls and operational efficiency.
2. Donor commitment to fulfil timely their contractual obligations (funds disbursement)
3. Recruitment of National Coordinator and was a response to the OCA recommendations.
4. Recruitment of a Certified Professional Accountant (CPA) in the role of Finance, Grants and Administration Manager to ensure financial management which enhanced transparency and accountability of the organisation as a whole.
5. Revision of the Board of Directors structure to include co-opted members to complement the skill gaps within the board members
6. Yearly external audit of TEN/MET financial statements and recommendations for improvements on the areas of weaknesses.
7. TEN/MET's compliant to the country laws and regulatory but also complaint to donors requirement as per agreements.
8. Learning and capacity buildings to secretariat staff and board members in each year
9. Quarterly board meetings convened to monitor the implementation of SP through the operational reports

Table 4: Summary of Strategic Plan Cumulative Funds Received and Spent Against the 5 Years SP as at 30 June 2021

	ACTUAL AMOUNTS							
	Approved SP Budget	1 JAN 20218 to 30 JUN 2018	2018/19	2019/20	2020/21	YTD Amount 30.06.2021	Performance Difference	Performance
	TZS	TZS	TZS	TZS	TZS	TZS	TZS	(%)
GRANTS/REVENUE								
SIDA	6,375,000,000	1,296,849,397	953,541,915	734,824,286	1,260,512,000	4,245,727,598	2,129,272,402	67%
CSEF	328,648,618	118,614,807	136,861,166	73,172,645	-	328,648,618	-	100%
NORAD	195,251,276	17,224,762	119,698,673	-	80,445,000	217,368,435	- 22,117,159	111%
LANSE	761,113,231	608,890,580	152,222,651	-	-	761,113,231	-	100%
PORTICUS	186,480,000	186,480,000	-	-	-	186,480,000	-	100%
APHRC	58,769,768	17,144,285	17,615,975	5,679,690	-	40,439,950	18,329,818	69%
EOL	654,473,200	-	-	207,360,950	298,689,000	506,049,950	148,423,251	77%
Members & other contributions	125,000,000	36,916,400	47,272,000	35,389,450	64,321,000	183,898,850	- 58,898,850	147%
	8,684,736,093	2,282,120,230	1,427,212,380	1,056,427,021	1,703,967,000	6,469,726,631	2,215,009,462	74%
EXPENSES								
Admin personnel cost	1,891,832,584	114,864,300	231,046,000	322,568,000	264,513,000	932,991,300	958,841,284	49%
Other administrative costs	1,148,034,507	64,920,579	78,316,000	151,142,000	184,508,000	478,886,579	669,147,928	42%
OPERATIONAL COSTS								
Program personnel costs	3,256,595,701	140,870,744	681,906,000	585,789,000	576,314,000	1,984,879,744	1,271,715,957	61%
Outcome 1:Institutional capacity	1,139,300,937	13,709,000	154,796,000	77,940,000	83,354,000	329,799,000	809,501,937	29%
Outcome 2:National Networking	1,045,036,807	13,676,000	112,896,000	68,335,000	110,654,000	305,561,000	739,475,807	29%
Outcome 3:Members Capacity	378,168,863	48,301,000	231,467,000	47,378,000	24,756,000	351,902,000	26,266,863	93%
Outcome 4:Robust Research	638,327,315	3,190,000		10,705,000	71,607,000	85,502,000	552,825,315	13%
Outcome 5:Impactful Advocacy	1,442,373,315	226,154,000	627,045,000	84,829,000	258,052,000	1,196,080,000	246,293,315	83%
Total Expenditure	10,939,670,029	625,685,623	2,117,472,000	1,348,686,000	1,573,758,000	5,665,601,623	5,274,068,406	52%

3.2.3 Effectiveness



1. Institutional capacity and Capacity Building
2. Networking
3. Research
4. Advocacy
5. Factors that contributed to achieving or hindering the achievement of the intended outputs and outcomes

Effectiveness measures the extent to which Strategic Plan attains its objectives. The MTE explored the extent to which the Strategic Plan has defined and subsequently achieved its expected outputs and the stated objectives. It should be noted, however, that some of the expected strategic objectives of the Strategic Plan focus on building a strong institutional capacity through the Board and Secretariat that are capable of coordinating the national network and undertaking relevant and impactful advocacy campaigns to generate positive changes in delivering education, which is a slow process, which can only be noticeable in a long term.

Accordingly, some components will assess progress towards the achievement of the Strategic Objective. Thus, the extent to which the implemented Strategic Plan has contributed to the realisation of the objective of the Strategic Plan under review was the major yardstick of assessing effectiveness. The analysis focused on five Strategic Objectives under review as named in section 1.2.

Institutional capacity

Institutional capacity refers to the capability of an institution to set and achieve social and economic goals, through knowledge, skills, systems and institutions. Institutional capacity building needs a system approach, which should be articulated in different steps and components. This is mainly because it enables the evaluation team to analyse the situation with a holistic perspective as opposed to a fragmented way and from a linear to a more iterative and interactive perspective.

One of the strategic objectives of the Strategic Plan was to develop a Strong institutional capacity through the Board and Secretariat that are capable of coordinating the National Network. Institutional Capacity of TEN/MET Staff development was organized to increase organizational efficiency and effectiveness through Capacity-building, which is much more than the transfer of knowledge and skills to individuals. During this reporting period, the strategic objectives were achieved through capacity building to the Board and Secretariat as presented in the summary Table 3.

Under the period of review, Board Members and TEN/MET Secretariat were trained in the following areas;

1. Board members were trained on their roles and responsibilities through the Board Charter.
2. Board Committees were formed based on their expertise.
3. Board members were oriented and updated on the 5 years (2018-2022) Strategic Plan.
4. Members of staff attended the Financial Management and compliance capacity building.
5. Staff member was trained on IPSAS
6. Staff members were trained on crisis management, performance management, and change management
7. Staff were trained on interpersonal/communications skills, presentation skills, and on how to organize and participate in the online meeting (zoom, webinar, Skype)
8. Finance staff attended a comprehensive IPSAS training to equip them with skills and knowledge required in the preparation of financial statements under IPSAS
9. Finance staff attended a comprehensive online training on Financial.
10. ICT and Knowledge Management Officer attended online training on Monitoring and Evaluation organized and financed by OXFAM IBIS (through MS-TCDC
11. National Coordinator and Resource Mobilization Officer attended a training on Fundraising and Grant Management course

However, no follow-up was made to the target group to measure whether the skills and knowledge are used as intended. However, the percentage of participants who could demonstrate improved teaching competencies after the capacity-building workshop was measured using the pre and post-test results.

Compliance Issues and Organisational Efficiency

Compliance signifies an organization's concrete efforts to stop, detect, and act in response suitably to unlawful behaviour linked with the activities of those individuals working on behalf of an TEN/MET and its compliance to government and donors, while the Organizational efficiency is the TEN/MET ability to implement its plans using the smallest possible expenditure of resources. This means creating smart goals that use only the resources absolutely necessary for success. The goal is to minimize risk as much as possible.

TEN/MET complied with the prevailing rules and regulations guiding the work of CSOs as follows;

1. Commissioned audit firms to conduct annual audits each year.
2. Paid statutory obligations and filed relevant returns timely.

3. The network updated its existing policies and procedures but also developed new policies.
4. Organised and convened the Annual Review Meeting (ARM) in each year for growth and improvement.
5. Prepared Annual Work Plans and Budgets
6. Prepared and submitted donor narrative and financial reports as required in the agreements

Monitoring, Evaluation and Learning

Monitoring and Evaluation (M&E) is a continuous management function to assess if progress is made in achieving expected results, to spot bottlenecks in implementation and to highlight whether there are any unintended effects (positive or negative) from Strategic Plan, Programme or Project (“project/plan”) and its activities. The purpose of Monitoring, Evaluation and Learning practices is to apply knowledge gained from evidence and analysis to improve development outcomes and ensure accountability for the resources used to achieve them. The following initiatives were taken under this programme component under the period of the review;

1. Member’s meeting was organized for Dar es Salaam to document and incorporate indicators from five thematic areas in the plan.
2. A monitoring visit was paid to TEN/MET members and achievements of GAWE and other interventions with members were documented.
3. Data on members’ satisfaction were gathered through Survey Monkey and telephone calls due to the COVID-19.
4. MEL was conducted to validate members’ information and to register new members
5. Organized and conducted periodic meeting with local collaborating partners and stakeholders to discuss the achievement’s, challenges and lesson learned/
6. Conducted periodic needs assessment to understand how the network communicates within the field of education and identify opportunities and gaps.
7. Coordinated advocacy and policy issues efforts within the organization for sharing with members countrywide

Resources Mobilization

Resource Mobilization refers to all activities undertaken by TEN/MET to secure new and additional financial, human and material resources to advance its mission. Inherent in efforts to mobilize resources is the drive for organizational sustainability. A Resource Mobilization Plan helps TEN/MET anticipate future funding shortages and organize all future new business opportunities they would like to pursue to avoid dips in funds. The Resource Mobilization plan used as a management tool to keep track of the overall

finances of an organization, the diversity of its funding base and the breadth of the organization's technical expertise

TEN/MET managed to get its required resources to uphold its Vision and Mission through the implementation of the annual work plan. The following initiatives were reported under the period under review;

1. A Resources Mobilization Strategy was developed
2. A meeting to establish a committee was held and an action plan was developed.
3. Three proposals for funding were developed in response to COVID-19 for Eastern, Northern and Lake Zones.
4. The advocacy events (GAWE and IQEC) used to mobilize resources, which helped to bridge the organization's financial gap and community support.

Strategic Governance and Partnership

Strategic governance takes the form of collaborative efforts in which private actors opt into additional self-regulatory measures while receiving support and guidance from public bodies such as international organizations or national regulatory agencies.

1. The Board held normal statutory and extraordinary meeting on annual basis necessitated by the dynamics in the office in which the oversight role was exercised. Important decisions including the change of signatories, the opening of new bank accounts and approval of documents were made.
2. The Board Members attended different training to enhance the board's capacity in serving the network.
3. The Board of Directors continued to execute its oversight role and provided guidance, strategic leadership and strategic management of the Network.
4. The Board Committees also continued to provide their advisory guidance to the Secretariat on operational matters.

Photo 2: Participants of the AGM held on 28th Nov 2019 at Morena Hotel in Dodoma



Networking

Education systems are becoming increasingly complex in the context of globalisation and digitalisation on the one hand, and decentralisation and school autonomy on the other. There is a keen interest in networks as a tool for better connectivity between stakeholders within and between different levels of the system to achieve defined educational goals and greater equity, efficiency and quality. Furthermore, networks can serve as an environment for exploring and piloting new policies, pedagogical ideas and working methods. They can be permanent structures or functions as temporary ‘experimental’ stages in policy development, formally or informally constituted, centrally managed and directed, or operated based on consensual decision-making across multiple stakeholders.

Thus, from this MTE, a network has been defined as a group or a system of interconnected Civil Society Organization (CSOs) working in the education sector in Tanzania; it is the established connections between them that maintain the network. Networks exchange knowledge, skills, and resources, between points for the mutual benefit of all of the actors, although the activity carried out by actors might be different. Networks may bring together stakeholders from different sectors or levels of the education system, drawing on their collective intelligence.

The second strategic objectives of the Strategic Plan were to develop and coordinate a strong national network of education CSOs linked to international partners.,It is for that reason; the network has solely devoted to this role and the whole welfare of members. Through the role, a network was kept together and solidarity was achieved as well as membership was made alive due to frequent interactions and information sharing. As a result of strengthened networking and coordination, members are more motivated to actively engage with the network and are up to date. So far numbers of achievements have been registered under this strategic objective in terms of creating a strong national network of education CSOs linked to international partners.

1. TEN/MET achieved this goal through production and dissemination of IEC materials such as notebooks, calendars, newsletters, bags, posters, signboards, banners, on stand banner-shirts, paper flags and booklets on 3Rs. The materials were disseminated during the annual Global Action Week for Education (GAWE) and other forums was also accompanied by various media campaigns through traditional and social media, for example, #QualityEducation2018 and #GAWE2018. TV spots on 3Rs, video animation of 'Mimi na Elimu' brief were broadcasted more than 30 times by TBC 1 as well as TV spot on child protection was also aired by TBC. TEN/MET also made use of social media for its campaigns. Dissemination of the above materials increased TEN/MET visibility and brand.
2. Increased visibility may also be linked to an increasing application by CSOs to join the network.
3. TEN/MET participated in radio and TV talk shows, appeared in newspapers, TV stations, and different other social media including Twitter, Facebook and Instagram. The discussions in all the media focused on the provision of basic education and learning outcomes. For example,
4. TEN/MET participated in marking both National and International events such as International Day to Protect Education. As a result of these engagements, the network has successfully contributed to changes in practice and improvements of the learning environment by the government especially for children with disabilities. For instance, it is reported that all four visited schools of students with disabilities in Singida have received Government support to improve their learning and teaching environment.
5. TEN/MET was approached for collaboration in different educational areas such as research, developing common proposals, media engagement analysis and ICT. Examples of these organisations include Tanzania Education Research Network (TERNET), Institution for Inclusive Development (I4ID), IPSOS Tanzania, Wideangle, Smart School, Dar es Salaam University College of Education (DUCE), Kampala International University and Community Development Trust Fund (CDTF).

Collaboration between National and International Members

1. Through the network, TEN/MET's value proposition in linking and supporting members in constructive partnerships continued, for example Community Aid Small Enterprises Education (CASEE), a member of TEN/MET, used TEN/MET as their referee when applying for funds and successfully received a new project in Karatu funded by Pestalozzi Children's Foundation whose implementation was scheduled to start on the 1st of July 2020.
2. TEN/MET attended forums at both National and International levels of which the secretariat and members had the opportunity of making a significant contribution to educational-related issues. For instance, TEN/MET participated in giving inputs into the Universal Progress Report (UPR) quarter report on human rights practices in Tanzania submitted to the United Nations.
3. Effective implementation of the LANES project by TEN/MET resulted in an ineffective working relationship between TEN/MET members and LGAs. For example, Youth Movement for Change (YMC) was given a free office space by the Local Government and YMC participated in district planning committee meetings.
4. Information and links shared by the secretariat weekly have been a good source of data and information. In strengthening the membership base, members were provided with an avenue to share the best practice about interventions related to the education sector. This resulted in strong inter-networking support and collaborations,
5. TEN/MET has enabled its members to network with other organizations doing the same work for example through the network, SAWO had the opportunity of working with organizations dealing with the same kind of project and learned from them (capacity) and the key informants had this to share,

"TEN/MET is a platform where organizations' contributions are channelled through different platforms and meetings and finally get to the ministries responsible for education" (KII, SAWO).

"Through TEN/MET, the member organizations have been able to meet and share ideas, skills and experience with other member organizations that carryout the same projects based on the thematic area(s) and learn how other members solve different challenges, which the community faces" (KII, FUIO)

Participation in the above events increased TEN/MET's visibility to national and international education networks. TEN/MET's attendance to meetings/forums both national and international levels enabled the Secretariat and members to make significant contributions , for instance during 2018/2019, TEN/MET participated in drafting a petition to the GPE Board to resist its strategy for funding private entities in more or less the same manner as they fund the governments. The petition went through and the request for private entities did not go through. TEN/MET engagement with ANCEFA resulted in the network becoming part of ANCEFA Board of Directors

Capacity Building

Capacity building is one of the mandates of the network to collectively influence positive change in the education sector. Like learning, capacity building should be a continuous endeavour of any organization. The third strategic objectives of the Strategic Plan were to equip member CSOs with the tools and competencies required to effectively manage change.

The MTE found that TEN/MET continuously made the training of members a priority where each year skills gaps identified were filled through tailor-made training which were fully financed by the Network. Through needs assessment of members the responses with training needs were received and hence capacity building was organized in response to these applications. Under the period under review, a total of 1,969 members drawn from different zones were trained on the following fields;

1. Child protection
2. Effective and successful proposal and report writing
3. Effective M&E and report writing for evidence-based advocacy and accountability
4. ICT and tax regulations

The following were the immediate results of the training:

1. Enhanced members' capacity on ICT and Tax and Regulatory Compliance.
2. TEN/MET prepared review of members' capacity-building guidelines and developed tools, which were shared with members to identify Capacity building needs.
3. The Promotion of Education Link Organisation (PELO) prepared concept notes for Child Protection and shared them with the Christian Social Services Commission (CSSC), We World, and Pestalozzi Children's Foundation for the TUMLINDE project collaboration.
4. Youth and Environment Vision (YEV) created a YouTube channel to share the interventions widely for attracting donors.
5. Safina Women hired the Trainer to train all of their staff on fundraising and report writing.

The MTE found a grouping of active members into five thematic areas , which are ;

1. Early Childhood Development: 17 organisations
2. Child Protection: 41 member organisations
3. Girl Child Education: 35 member organisations
4. Inclusive Education: 19 member organisations
5. Teaching and Learning Environment (Quality Education): 13 member organisations

The rationale for thematic groups was to enable the network to make maximum use of the expertise of its members in pushing agenda around the five areas. The groupings

were also meant to be centres of excellence in terms of sharing of resources and skills where stronger members would mentor growing members. The groupings has led to developed strategies for each group, established leadership of the groups and proposed criteria for a lead or mentor organisation to be sub-granted by the network. This eased the network task of denying sub-grantees once all the necessary conditions for sub granting are in place.

Research

Research is the creation of new knowledge and/or the use of the existing knowledge in a new and creative way to generate new concepts, methodologies, and understandings. This could include synthesis and the analysis of previous research to the extent that it leads to new and creative outcomes. For research to be robust, it should have a clearly defined problem statement, precise research questions, identified data sources, a rigorous methodology and specific outputs.

The fourth strategic objective of the Strategic Plan was to commission robust research into education and governance approaches to inform best practices. This was achieved through providing a commission to;

1. A study on the available options for training and recruitment of teachers
2. A study on the available Options to Fund Recruitment, Training, Support and Monitoring of Secondary and Primary Schools Teachers in Tanzania and Existing girls' education initiatives and support for out of school girls and teen mothers in Tanzania mainland. The findings contributed to the network's thematic areas on girls' education and learning environment. The findings were disseminated to multiple education stakeholders including Members of Parliament, PO-RALG, MoEST, fellow education coalitions outside of Tanzania, development partners, teachers, students, private sectors, academicians, telecommunication sector, higher education financing board, CSOs and the Media. The dissemination reached participants who were actively committed to spearheading the recommendations at every corner of the country.
3. A study on education budget analysis in Tanzania was conducted, which aimed at capturing the education budget trends for 5 years and advocating for an education budget increase to 20 and 6 per cent of the GDP. The study recommended that the government should adhere to its commitment to international benchmark of 20 percent allocation of the national budget to education sector and 6 percent of GDP to the education sector. In the same vein the government should comply with a national requirement of 40 percent allocation of the sector's budget to development projects.
4. A study on the assessment of the quality of teaching and learning materials for basic education. The study found out lack of expertise among TIE officials affected the whole process of preparation of the textbooks.

Advocacy

Effective advocacy requires participatory decision-making and skilled communication among individuals and organizations working together to generate positive change based on a shared vision. Advocacy is a key approach through which TEN/MET works for an enabling environment

An effective advocacy campaign is community-initiated and community-centred. It seeks to create change by drawing attention to a problem and directing policymakers to a solution. Using participatory, transparent, and accountable decision-making processes, successful advocacy brings about a change in the policy decisions that affect people's lives.

The fifth strategic objective of the Strategic Plan was to undertake relevant and impactful advocacy campaigns to drive positive changes in the delivery of education. This objective was achieved through;

National Advocacy Campaigns

TEN/MET has two major annual advocacy campaigns that significantly contribute to the quality of education in the country the Global Action Week on Education (GAWE) and International Quality Education Conference (IQEC) Under the period of the review, TEN/MET marked (GAWE in each year from 2018-202 from 2018-2021. Global Action Week is one of the major focal points for the education movement. It provides education stakeholders an opportunity to highlight one area of the Education for All agenda and make targeted efforts to achieve change on the ground, with the added support of education campaigners and millions of members of the public worldwide joining together for the same cause. in 2018/19 GAWE was commemorated in Handeni District, Tanga, led by '**Quality Education, My Right**' as the national theme. GAWE campaigns in Handeni, Tanga had the following immediate results;

- Communities in Handeni renewed their commitment to support their children's education in terms of making both financial and material contributions to schools. Parents, for example, pledged to continue providing lunch at school.
- The government reaffirmed its commitment to provide quality education for all especially focusing on basic inclusive education in Tanzania. The Guest of Honour during GAWE climax urged Handeni District leaders to play their parts in improving education infrastructure for basic education using resources allocated to them.
- Improved working and learning environment for teachers and students after the supply of 25 plastic chairs to Kileleni secondary school and Tsh 3 million (HakiElimu) for finishing of Physics Laboratory at Kileleni Secondary School.
- Empowered Disabled children at Chanika Primary school through the provision of three tailoring machines for earning income.
- Lastly, 10 teachers and 20 students after receiving small awards (bags and stationery) in recognition of excellence in 2018 in form four and form two examinations respectively.

In 2019/2020 Improved Examination Performance was witnessed as a response to a week-long GAWE campaign on "Collective Accountability for Quality Education for All" in Mkalama in 2018 resulted in improvement in class VII examinations in 2019. The performance of primary seven students in national examinations in 2019 improved whereby the district moved five positions up from being the last in 2017 as a result of GAWE campaigns among others. A key informant has this to share;

“GAWE commemoration in Mkalama was not a mere celebration, but rather a time to mourn and TEN/MET stood with us during that trying moment by raising stakeholders’ awareness on the need to redress students’ poor performance”.(DC,,Mkalama)

In 2020/2021 GAWE campaigns were conducted twice in Chemba - Dodoma Region under the theme "Collective accountability for Financing Quality Inclusive Education" and in Rorya – Mara region under a theme "Financing Education Systems for Sustainable Development". TEN/MET fundraised 30,132,000/=Tshs through members and partners in support of schools’ infrastructure for building a conducive environment for teaching and learning. Furthermore, as a result of vibrant GAWE campaigns, it has been reported that the central government has communicated its quick plans to rehabilitate some of the school infrastructures including Utegi primary school which TEN/MET has supported during the GAWE campaigns in Rorya.

Factors that contributed to the achievement of the intended outputs and outcomes

The balance between factors promoting or hindering the achievements of the intended outputs and outcomes is more inclined towards factors influencing non-achievement of the objectives by the time this evaluation was carried out. In order to achieve the ambitious targets/ outcomes set in the Strategy, this balance should be reversed. This cannot be achieved without a strong commitment across central government institutions and a powerful coordination role assumed by the TEN/MET Secretariat. Nevertheless, the following key enablers have further promoted the achievement of outputs and outcomes, these are;

1. Donor commitment to fulfil their contractual obligations (disbursement of funds timely)
2. The improved administrative capacity at Secretariat and Board Member level through the training sessions provided from the weaknesses identified.

The key factors acting as bottlenecks against the achievement of outputs and outcomes include lack of Monitoring and Evaluation Plan, lack of well-stated Theory of Change with pathway indicating change and assumptions at different stages of the change.

3.2.4 Sustainability



1. Financial Sustainability.
2. Institutional Sustainability
3. Social Sustainability
4. The extent to which the achievements of the Strategic Plan are likely to be sustained after the completion of this Strategic Plan
5. Effectiveness of the exit strategies to a new Strategic Plan
6. Key factors to improve prospects of sustainability of the Strategic Plan achievements for replication of the approach

Sustainability refers to the ability of TEN/MET to maintain or "sustain" itself over time. The sustainability of a Strategic Plan was assessed by questioning whether the activities and their results are likely to continue even after withdrawing the external support. The assessment of the sustainability of the benefits delivered by the programme involved several interrelated factors: the MTE assessed the sustainability using the six pillars namely, financial, institution, and social aspects of sustainability. Also, the extent to which the achievements of the Strategic Plan are likely to be sustained after the completion of this Strategic Plan and the effectiveness of the exit strategies to a new Strategic Plan.

3.2.4.1 Financial Sustainability

Financial sustainability ensures the continuity of the delivery of services related to the Strategic Plan. The financial approach was built on a variety of strategies to promote mechanisms and introduce models that create incentives for various stakeholders to contribute to the financing of the Strategic Plan.

Financial resources: The evaluation found that TEN/MET relies 97.2 per cent on donor support to finance its Strategic Plan and activities. With donors increasingly tightening their budgets and some of them shifting priority thematic areas, TEN/MET could find itself in an uncomfortable financial situation if reliance on donor funding continues.

3.2.4.2 Institutional Sustainability

An institution should be deemed sustainable if it has the strength of surviving and developing to fulfil its functions permanently with decreasing levels of external support. Institutional sustainability ensures that institutions, policies and procedures at the local level are functional and meet the demand of Strategic Plan beneficiaries. Institutional sustainability has been assessed using a multi-stakeholder approach, Roles and Responsibilities, Capacity Building, staff are organized and highly knowledgeable, and continued support.

Multi-stakeholder's approach: The evaluation found that the TEN/MET applied a multi-stakeholder's approach coordinating structure to make sure that all relevant stakeholders (TEN/MET members, communities, development partners, Board

Members and the Secretariat and the Government) are involved in TEN/MET service delivery, leading to the sustainable delivery of intervention with the required qualities.

Roles and Responsibilities: The Strategic Plan has clarified the roles and responsibilities of some of the actors and expectations from them. This is in terms of their specific roles and responsibilities on the one hand, and their competencies on the other. This means that TEN/MET members at the local and national levels have clarity on their roles, tasks and responsibilities. They are capable of fulfilling these roles effectively and that they are transparent to each other.

Capacity Building: The Strategic Plan has provided capacity building to Members, Secretariat and Board members, following the needs of each group. The MTE found that the capacity building enhanced the sustainability of the implementation of the Strategic Plan.

Organized and Highly Knowledgeable: The evaluation found that member organizations which were visited are well organized and highly knowledgeable about the Strategic Plan activities which were implemented during the reporting period.

Continued Support: The findings revealed that the secretariat will continue to provide strategic and administrative support service to Members. The support will increase sustainability including learning how to address emerging issues as well as taking advantage of the available opportunities.

3.2.4.3 Social Sustainability

Social sustainability is about inclusive and resilient societies where citizens have a voice and Governments respond. Social sustainability ensures that the appropriate social conditions and prerequisites are realized and sustained. Social sustainability has been assessed using training and awareness, Demand Driven, Inclusiveness, and Engaging Community Leaders.

Demand-Driven: The evaluation found that TEN/MET interventions are based on real demand in the education sector, as these has been well embedded in government. People will participate and feel listened to leading to a sense of ownership towards the provided service, and in turn, leading to a proactive attitude towards solving the demand and keeping it solved.

Inclusiveness: TEN/MET membership is inclusive as there are members dealing with groups with special needs like ADD. One of the thematic areas in the SP is Inclusive education, thus the Network considers inclusiveness are a priority and advocates the same to the government and the community at large.

3.2.4.4 The extent to which the achievements of the Strategic Plan are likely to be sustained after the completion of this Strategic Plan

The overall sustainability of the achieved results can only be addressed by a summative evaluation, carried out at the end of the implementation period of the Strategic Plan. This means that the current assessment looks rather at the prerequisites in terms of measures taken of ensuring the sustainability of results.

3.2.4.5 Effectiveness of the exit strategies to a new Strategic Plan

Currently, there are no exit strategies to a new Strategic Plan, thus, the implementation of the Strategic plan is still halfway. More consideration should be given to the follow-up strategies for all planned activities and recommendations in the MTE of the Strategic Plan.

3.2.5 Key factors to improve prospects of sustainability of the Strategic Plan achievements for replication of the approach

1. Financial sustainability

TEN/MET should develop a financial plan outlining the various options available for expanding the network resource stream. The network may have to undertake proper research to understand the various options that can be used to maintain a steady flow of funds. Also, this will help to understand potential donors and their priority areas. Some of the options that can be used by TEN/MET include:

1. Diversifying Donors

Look at various options through which TEN/MET can get donor funding, this includes corporate houses, local institutions, individuals and the like.

Online Fundraising

Online fundraising can help TEN/MET reach a wide audience and individuals who like education intervention can fund TEN/MET.

In-Kind donations

Do not just look at financial support from agencies as in-kind support can also help TEN/MET in sustaining some of its project activities.

2. Institutional Sustainability

Explore new opportunities

Keep a flexible approach while looking for new opportunities TEN/MET may have to modify its priorities to adapt to changes.

Develop new partnerships

To develop a sustainable organization TEN/MET should develop new partnerships. These partnerships will make TEN/MET stable and will also help it in taking its mission ahead.

Boost existing relations

Along with investing time and energy in developing new partnerships, it is equally important that TEN/MET manage the existing relations with donors, stakeholders and beneficiaries in a proper way.

Communication and Outreach

Have a strong communication strategy that can help TEN/MET in showcasing its project results to a large audience. Have a monthly communication plan that can be used for updating its webpage, social media profile, sending donor mails, and the like.

Volunteer engagement

Engaging volunteers for performing some activities as volunteers do not take any salary, TEN/MET can use this human resource to continue its mission without spending more money.

3. Social sustainability

Community involvement

Involving the community is a key to having long-term impacts from any Strategic Plan intervention. TEN/MET should make sure that its intervention involves the community at various stages, this will give them ownership of the intervention and create high chances of continuing with some intervention aspects even after the intervention duration. As the entire process will be participatory the skills and knowledge gained by the CSOs and the community will be transferable and also replicable.

Institutionalize Members

TEN/MET members play a very important role in maintaining Strategic Plan objectives. Thus, Members in different aspects need to be identified, strengthened and involved in the planning and implementation phase of the Strategic Plan intervention.

Community Advocacy

Sensitizing the Government and community about the benefits of a particular intervention and then initiating policy advocacy can also ensure sustainability in the long run.

Involving Government and Departments

Involvement of local agencies and the government will ensure improved access to the government initiatives in this direction. As these agencies are permanent, they will help in sustaining the project activities beyond the project life cycle

3.3 Lessons Learned

Lessons learned are the documented information that reflects both the positive and negative experiences of a Strategic Plan. The idea is to repeat the positives aspects and not repeat the mistakes. The subsection presents the lessons that could inform the second phase of the TEN/MET Strategic Plan, in particular, the MTE presents lessons learned that are unique to Strategic Plan areas of operation.

TEN/MET Members' perceptions of Strategic Plan activities were positive: This point describes the level of satisfaction of the Strategic Plan's main beneficiaries with the quality and usefulness of the activities in terms of their participation and knowledge assimilation.

The role of Member Exchange Program: Seeing believes in facilitating the adoption of new practices and technologies. The TEN/MET experience is that exposure visits of target stakeholders could have positive immediate outcomes. For instance, in order to be sensitive and raise interest in community engagement, Kilwa Non-Governmental Organization Network (KINGONET) visited MEDO Singida to learn how other CSOs implement their activities. The visit helped KINGONET adopt a new implementation strategy for better implementation of project activities.

High-level dialogue is important: Dialogue and engagement with the Top Government Executives (i.e, MoEST and PO-RALG) are vital in influencing decisions and facilitating rapid changes on critical changes. They help to inform the Government and enhance information sharing and communication.

Sustainability: For sustainability of the TEN/MET, Financial, Institution, and social aspects of sustainability need to be taken into account during the implementation of the Strategic Plan.

Commitment: The commitment of involved parties that is, Donors, TEN/MET Members and TEN/MET Secretariat is a key in creating a sustainable environment for the implementation of the Strategic Plan.

For Improving the Design and Inception Phases of The Strategic Plan: If a Strategic Plan theory of change is not well defined, made explicit⁵, and well linked during the

⁵ Explicit means planned, written and formal.

design or inception phase, then it would lead to unclear linkages between activities and results for the contribution to objectives.

3.4 SWOT of the Strategic Plan implementation process

The MTE has identified the following key factors that contributed towards TEN/MET success during the first phase of this strategic plan period.

Strength and reputation of the TEN/MET brand – TEN/MET has been around since 1999, evolving from an education programme. This longevity has brought with its familiarity and more specifically credibility that has made it a partner of choice for local partners as well as development partners and government.

Leadership and professional staff– The Network have over the years recruited, trained and experienced professionals and diverse staff who have an understanding of both the macro environment (political, social, economic) and the more specific social and political democracy and development. TEN/MET members and secretariat staff, including the leadership team, are respected and held in high regard by the majority of the respondents. The quality of Board Members is high for example the Board comprises members of different backgrounds such as Economists, Teachers, Social Worker, Politician, Fundraiser, a Theologian, a Development Planning Specialist, a Public Health, Policy Analysts and Financial Specialist.

Facilitative role played by TEN/MET– TEN/MET played an important intermediary role between CSO's, donor partners and the Government. This role has been as a convener, coordinator as well as a team player. This was especially echoed by its education and engagement strategic partners such as Sida and GPE. This has been particularly important in building the reputation and credibility of TEN/MET in addition to enabling it to gain insights from like-minded organisations.

Barriers to success

However, achieving this success has not been straightforward. The following impediments were noted during discussion and interviews with stakeholders:

Funding – Funding limitations have affected the breadth and depth of activities that TEN/MET has been able to accomplish. In addition, there was late disbursements have affected not only the effectiveness of the interventions but also efficiency and ultimately on the provision of value for money..

Monitoring, evaluation and learning- Measuring results is of utmost importance as it helps to tell success from failure, learn from successes and failures and more importantly make decisions. Currently, there is no M&E plan, however, the M&E system is not robust enough to capture, analyse and disseminate information in the most informative manner. In addition, the Theory of Change Presented in the Strategic Plan is not clear; it does not show what changes need to take place, in what pathways, and

what assumptions should be set at every step that is, output to the outcome and the Intended Impact.

4.0 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

Overall, the accomplishments of the Strategic Plan were significant. The evaluation findings indicate that the Strategic Plan has registered remarkable outcomes as highlighted under the different objectives illustrated in section 3. The Strategic Plan has reached the beneficiaries through capacity building, supportive supervision, training, and dissemination of Annual reports. The Strategic Plan addresses the real needs of members where the Strategic Plan is implemented. Thus, the Strategic Plan intervention has satisfactorily reached the set objectives under the review period in implementing the agreed objectives and in reaching the intended target groups.

Overall, the Strategic Plan was implemented by following the developed plan, leading to the great achievement of the Strategic Plan despite few observed challenges. The following milestones were among the Strategic Plan achievements

Design of the Strategic Plan against the expected outcomes

The Strategic Plan was generally well designed with clear and logical interventions on the Results Framework, based on the standard components of the Strategic Plan. These components, together with the necessary activities of achieving the same in the short-, medium-, and long-term objectives are adequately summarized in the Results Framework. The framework was well designed with all the necessary elements for the framework, as the basis for planning and monitoring of activities and outcomes

Progress towards results achievement Relevance

Overall, the evaluation findings indicate that the Strategic Plan was relevant. Indeed, the intervention logic is validated and responded to the needs, which arise within the Tanzanian context through a series of activities that support and complement interventions undertaken by other actors in the education sector. Furthermore, the Strategic Plan activities and objectives were aligned with the Government's strategic priorities. They are also in line or compliant with the donor agreements for the period under review. It also fits very well within the expertise and competencies of TEN/MET member organizations and complements its other interventions in the respective thematic areas.

Effectiveness

In general, the Strategic Plan has been largely effective in implementing its planned activities and has achieved most of its planned outputs for the period under review. The Strategic Plan has extensively engaged and consulted stakeholders. Developed strong institutional capacity of Board and Secretariat through capacity building in the areas identified enabled the Network to coordinate and Support the National network.

TEN/MET has developed and coordinated a strong National network of education CSOs through the provision of capacity building in different identified areas and linked CSOs to international partners. The Network has equipped member CSOs with the tools and competencies required to effectively manage change. The Network conducted robust research on education and governance approaches to inform best practices. The Network held its biggest advocacy campaigns namely, GAWE and IQEC which created an avenue for education stakeholders in the country and beyond to discuss education roadmap and collectively to propose plausible solutions, relevant and impactful advocacy campaigns to drive positive changes in the delivery of education by TEN/MET.

This achievement has largely been possible because of the dedication of the TEN/MET Secretariat and the positive buy-in of the TEN/MET members and partners.

Efficiency

The Strategic Plan has managed to deliver its planned activities within the planned budgets. The resources allocated appear to have been generally appropriate for the planned activities, with transparent administrative procedures. In terms of concrete deliverables, the outputs were generally achieved at a reasonable cost. It was not possible to identify more cost-effective approaches to produce the concrete deliverables and achieve the operational objectives of the actions.

Sustainability

Overall, the Strategic Plan has utilized good practices for promoting the CSOs ownership of the Strategic Plan and building TEN/MET member capacity. It has also been nested within a broader portfolio which promotes the continuation of Strategic Plan achievements.

4.2 Recommendations

During the implementation of the Strategic Plan, the Strategic Plan experienced minor challenges at different levels and processes, which provide valuable information about necessary modifications which would ensure more effective and efficient Strategic Plan operation in future. To address the challenges or shortfalls noted during the period under review, the following are recommendations which need to be acted upon by the management.

4.2.1 Diversification of sources of funds

TEN/MET needs to strengthen the financial sustainability of its Strategic Plan. The financial position of the Strategic Plan is not ideal bearing in mind the dependence on donor funding which currently accounts for over 97.2 per cent of the total funding. There is, therefore, a need of diversifying sources of funding to reduce the risk of funding gap. In addition, exploring internal sources of revenue to supplement other sources is advisable. Key recommendations on this are: Utilize the Fundraising and sustainability

strategy – the funding initiatives should adequately address all pillars within the strategic plan;

TEN/MET should avoid depending on one donor who co-fund the entire Strategy by almost 97.2%, it would be wise to bring more donor on board who almost contribute equally to support TEN/MET agenda. Whenever one donor changes its priorities, other donors will still continue supporting the Strategic Plan TEN/MET should make better use of its current network and form new partnerships. TEN/MET has developed and nurtured operational and strategic relationships with different partners. These partners play a critical role in enlarging the number of players in the education provision, in addition to sharing knowledge and experiences and resources.

- TEN/MET should work with INGO member such as (Action Aid, CAMFED International) to have joint Giant Proposal development so that can be muscular in terms of Financial Resources a continuing building capacity of CSOs so that they can advance when either they are.
- Results-based management (RBM) needs to be strengthened in the current Strategic Plan. The RBM will increase efficiency and effectiveness in the remaining phase of the Strategic Plan. The current Strategic Plan introduced the theory of change as a core part of strategic planning and programming. The theory of change developed for the plan should emphasize the identification of strategic assumptions and establish a set of overall narratives of how the intended results will be achieved. The Strategic Plan should have a Log frame with detailed Components.

4.2.2 Improve Strategic Plan design

TEN/MET should revise its strategic plan to make it more realistic. The revision should start from Indicators; also the Strategic Plan should include strategies for achieving the intended strategic objectives.

TE/MET needs to put in place robust monitoring, evaluation, and learning system

Develop a new fit-for-purpose MEL Plan and data gathering mechanisms that are thought through so that the right things are measured and monitored for effective management that links to the TEN/MET overall aims and objectives. The MTE further recommends that the following areas be addressed:

TEN/MET should also revisit and review its Theory of Change (ToC).

- It is recommended that such a review of the theory of change should include the review of assumptions, the review should also explore expected changes and how to get there; the review should question the assumptions behind the chosen approach and interventions; the review should look for connections between desired outcome and the activities.
- The evaluators recommend that TEN/MET should design and implement a consistent assessment process to gather outcomes in all key Strategic Objectives areas into its Monitoring and Evaluation Frameworks. This process would serve several purposes: First, it would allow the organization to engage in a collective learning process about how to gauge “impact,” through the reporting process. Second, it would provide TEN/MET with an opportunity of reviewing its overall programming more systematically. And finally, the results, appropriate for the final year of the 2018-2022 strategic plan would also allow TEN/MET to make more informed decisions about whether and if so where to cut Strategic Plan intervention and where to increase staffing in order to fill the gaps identified. In turn, this would enable TEN/MET to make informed decisions about whether, and if so how, to increase staffing for its on-going or new initiatives.
- The outcomes statement in the ToC and Results Framework should be worded in such a way that they communicate what has changed, for whom (if relevant), and by when. Outcome’s statement should generally be achievable within five years. In addition, the outcomes statement speaks to changes in conditions and capacities and not the delivery of products and services. The outcome statement and its indicators should provide a very clear and precise image or picture of what the future should look like, and it should not be so general that it could cover almost anything.

5.0 List of References

1. Tanzania Education Network/Mtandao wa Elimu Tanzania Annual Report 2019/20
2. Tanzania Education Network/Mtandao wa Elimu Tanzania Annual Report 2020/21
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