



**“YOU CAN’T
STUDY IF YOU’RE
HUNGRY...”**

Report of a Parliamentary Delegation to Tanzania
November 2013

THE DELEGATION

In November 2013 Mark Williams MP and Cathy Jamieson MP visited nutrition and education programmes in Tanzania, accompanied by staff from RESULTS UK. The aim of the delegation was to assess how Tanzania is addressing major development challenges related to early childhood development including undernutrition and its impact on children's ability to learn.

Cathy Jamieson is MP for Kilmarnock and Loudoun. Previously she worked as a social worker with young people. In her political life she has had various ministerial positions, including Cabinet Minister for Education and Young People, and later Shadow Health Minister, both in the Scottish parliament. She has previously visited Rwanda and accompanied RESULTS staff at the International HIV/AIDS Conference in Washington.

Mark Williams is MP for Ceredigion. Previously he worked for many years as a teacher and as a school deputy-head. He has a strong commitment to international education issues and is co-chair of the All Party Parliamentary Group on Global Education for All (APPG EFA).



Classroom in Buza primary school, Temeke. The school has 3,500 pupils and 65 teachers who come in two shifts. Some classes have over 100 children.

**“It’s hard to do interactive teaching when children are so many and some are sitting on the floor”
Mrs Naziel Kianda, Deputy Head , Buza Primary School**

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EXECUTIVE SUMMARY

The parliamentary delegation in November 2013 held meetings with a wide variety of community projects, NGOs, government and other officials. We are grateful for the time and support given by everyone we met.

With regard to **primary education**, the Government of Tanzania (GoT) is to be congratulated on raising the number of children enrolling for primary education to an estimated 94%. However we were saddened by the over-crowding witnessed in some schools and by the low levels of education quality in the country. The number of children passing their exams in 2012 was actually the lowest in recent years, raising serious public concern.ⁱ We encourage the GoT to continue to invest in education access and quality.

We believe improved teacher training is one of the keys to improved education quality and thus believe **DFID** are wise to be supporting this element of education work among much else.

In theory primary schooling in Tanzania is free but on talking to parents and civil society we learnt that this is not true in practice. There are numerous occasions when financial contributions are requested or expected of most pupils. The **cost of education** marginalises the life chances of poorer members of society. We encourage the GoT to systematically address the areas where fees are required and make this practice illegal.

We applaud the donor community through the vehicle of the Global Partnership for Education (GPE) for awarding a grant of \$95 million in November 2013 to education in Tanzania.

With regard to **undernutrition**, we were shocked to learn that 42% of children are stunted (low height for age). This can severely impair the educational progress and life chances of these children. We learnt that there is only a very weak relationship between improving economic growth in the country and a decline in undernutrition. We therefore concluded that the country, supported by donors, should invest more directly in nutrition programmes and cannot rely on economic growth alone to lead to an end in undernutrition.

We met many MPs and government officials who were deeply committed to resolving the problem of undernutrition. However there seems to be a disconnect with implementation at the district and community level. We encourage the GoT to work with donors and partners in the Scaling Up Nutrition (SUN) movement to implement a systematic national effort to improve nutrition for women of child-bearing age and children in the first 1000 days of life.

We note that in 2014 DFID will begin funding at least four private companies in a programme known as the High Level Prosperity Partnership designed to boost economic growth, and jobs in, for example, tea plantations. Yet DFID does not at present fund any direct nutrition programmes. We

understand DFID is considering a programme to scale up nutrition to address stunting in Tanzania. We would recommend that this programme, if it is of good quality, is supported. Recent research published by the International Food Policy Research Institute has shown that economic growth only has a very minimal 'trickle down' effect on reducing rates of undernutrition in a country, but on the other hand investment in direct nutrition programmes can have an important benefit to future levels of economic growth.ⁱⁱ

With regard to **cross-cutting issues** we note just a couple of issues among many.

The issues of nutrition, and early learning, come together in an area that can be described as '**Early Childhood Development**' (ECD). We know that whether in the UK or in the poorest countries, a child who is well-nourished, and stimulated at an early age, will do much better in formal education and in all their life chances as an adult. In our short time in Tanzania we recognised that the lack of ECD is a complex issue with no easy solutions at present, given current budget constraints. Although we visited one excellent pre-school run by an NGO we learnt that nationally there are few pre-schools and those that exist are private and mainly in cities.

We learnt from government officials that in theory ECD is compulsory for one year before primary school. In practice however this rarely exists. Lack of finance prevents the GoT from turning this aspiration into fact. In rural areas there are some good examples of community nutrition programmes and community pre-schools, but these are ad-hoc and not part of a national programme. Whilst recognising that ours was only a short visit to Tanzania we felt that it is unrealistic to ask or expect the GoT to roll-out a nationwide ECD programme for some years to come. It will be more important in the short run to build up the strength and quality of the primary school system before diverting efforts also into ECD.

We applaud the efforts of NGOs to run pilot projects in community-run ECD or nutrition programmes and encourage them to evaluate carefully their work. By assessing the cost-benefit of different approaches these NGOs will build the evidence-base that is needed for eventual scale-up.

We learnt, from stakeholders in nutrition and in education, that rapid population growth (2.9% pa) is an important issue in Tanzania. One million new children are added to the population each year, adding to pressure on classrooms and access to food. We encourage DFID and other donors to continue their support to family planning and access to reliable information and contraception for all. We encourage all sector-ministries in Tanzania to support changes to law and cultural practices that will empower women so that they can take the necessary decisions to choose their own desired family-size.



Mark Williams MP and Cathy Jamieson MP with workers in the laboratory at Azam Flour factory

'I was shocked to learn that 40% of children in Tanzania are stunted and that half of all pregnant women are anaemic..... but it was heartening to see that the private sector sees the importance of being part of the solution on nutrition, and is playing a key role in the flour fortification programme'

Cathy Jamieson MP

BACKGROUND TO THE ISSUES

The purpose of the delegation was to learn about nutrition and basic education issues in Tanzania and areas where they overlap, for example Early Childhood Development (ECD). We visited a range of nutrition and education programmes and spoke to children, teachers, health workers, officials from DFID and the government, and other decision makers. The aim was to gain a broad understanding of the impact these challenges have on the lives of individuals, communities, and the country as a whole, as well as what actions are needed to tackle these issues.

NUTRITION:

Poor nutrition in the first 1000 days of life (from conception to two years) not only increases the risk of death, but can seriously and irreversibly impair a child's physical and mental development – locking them into a life of poor health and poverty. Tanzania has a population of 48 million people, and currently it is estimated that four million children under the age of four are chronically malnourished (stunted, too short for their age) due to undernutrition and

46,000 young children die every year as a result of undernutrition, making it the largest killer of children under the age of five.

The Tanzanian Government has shown leadership in tackling the country's poor nutritional outcomes by developing a National Nutrition Strategy. Tanzania currently ranks 8th of 43 countries on the Hunger and Nutrition Commitment Index (HNCI), an index which ranks governments on their political commitment to tackling hunger and undernutrition.ⁱⁱⁱ Even so undernutrition is a serious problem in Tanzania, with 42% of children stunted.^{iv}

Stronger commitment and action is vital, since undernutrition can have serious effects on the ability of children to learn. Stunting can affect a child's cognitive abilities as well as their focus and concentration in school. As a result, stunted children are 19% less likely to be able to read by age eight. Conversely, good nutrition can be crucial preparation for good learning; a better educated population is critical for national level economic growth.^v The World Bank estimated that countries with a high burden of stunt-

ing can lose 2-3% of their gross domestic product each year, which over time can significantly impact a country's economic growth.^{vi}

EDUCATION:

Education is one of the most effective development interventions available - contributing to greater economic growth, healthier populations and more stable societies. Globally much progress has been achieved with around 50 million more children now enrolled in primary school than there were in 1999. However UNESCO recently reported that 57 million children of primary school age were still out of school around the world in 2011. This figure is only a small reduction from 2010. The UNESCO Education For All Global Monitoring Report 2013-14 states that the world is not on track to achieve Millennium Development Goal 2 (universal primary education) by 2015. In fact the target "is likely to be missed by a wide margin".^{vii}

With the focus of the global MDGs on access to primary education (enrolment), this is the emphasis that has driven government policies, and domestic and aid resource allocation in countries like Tanzania. With sharp increases in enrolment, poor quality of education has become a major problem. In addition to children still out of school, UNESCO also estimate that around 250 million children are in school but are not learning basic skills (reading and writing), even though half of them have spent at least four years in school. One major issue is that there are simply not enough trained teachers to deliver quality education. 1.6 million more new teachers are needed to achieve Universal Primary Education by 2015 (nearly one million in sub-Saharan Africa alone). This is in addition to the recruitment of 3.7 million teachers to replace those retiring or leaving the profession.

Tanzania has made significant progress in improving access to primary education, along with other countries in East Africa. Net enrolment rates for primary school are now at 94%. The commitment of Tanzania's Government has been fundamental to this progress, with education representing the largest sector of the Government's budget (18%). However, UNESCO's Global Monitoring Report estimates using household surveys that in 2011 Tanzania remained one of 14 countries with more than one million children out of primary school. Meanwhile, the rapid expansion of education provision has been at the expense of quality - it is estimated that only a third of children who have been in primary school for three years can read or write, and at the end of primary school, less than half understand basic English.^{viii} Access to post-primary education also remains low – only 34% of children enroll in secondary education.^{ix} One challenge is the transition from primary education – taught in Kiswahili – to secondary and tertiary education – taught in English..

IMPACT ON DEVELOPMENT AND OPPORTUNITIES

The interplay of both undernutrition and poor access to quality education during the early years means that many children are left without the core skills and abilities they need to fulfill their potential and to lead fulfilling, productive lives. The delegation met with practitioners and officials who are convinced that **the problems are big, but the opportunities are bigger.**

Health

Better childhood nutrition could cut stunting by 20%, severe wasting by 60%, and reduce the risk and impact of other child killers such as diarrhoea and pneumonia. Similarly, education has a direct impact on health and nutritional status – for instance, educated women are less likely to die in childbirth, and educated women are less likely to have stunted children; UNESCO estimate that if all mothers completed primary education, maternal deaths would be reduced by two-thirds.^x

Education

More than one million primary-age children in Tanzania are estimated to be out of school and millions more children in Tanzanian schools are estimated to be failing to learn the basics. However, UNESCO has estimated that if Tanzania creates around 80,000 new primary teaching posts between 2011 and 2015 (5% of a global need for 1.6 million new teachers) then they would be able to not only reach universal access to primary education by 2015, but also reduce class sizes and improve the quality of education.^{xi} Furthermore, well-nourished children, compared to their stunted counterparts, are more likely to enroll at a younger age, complete more school years and be in the correct grade at school, boosting lifelong skills.

Equality

Globally we know that the poorest 40% of children are 2.8 times more likely to suffer the long-term effects of undernutrition than the richest 10%.^{xii} Similarly, UNESCO estimates that 31% of children are out-of-school from the poorest quintile, compared to only 9% in the richest quintile. Particular groups, such as girls, children with disabilities, those in remote rural areas and street children are amongst the most marginalised. However, adequate nutrition can lead to improved health and educational attainment and can break the cycle of poverty and ensure that every child has the chance to thrive.

Jobs

Poor health and education limit job prospects, trapping people in poverty. However, children who are not undernourished tend to do better in school, and on average in adult life, earn 20% more in the labour market and are 10% more likely to own their own businesses. Improving health- through nutrition- and education leads to a more skilful and dynamic workforce. In Tanzania, UNESCO estimate that 82% of workers who have less than primary education live below the poverty line. By contrast, working adults with primary education are 20% less likely to be poor, while secondary education reduces the chances of being poor by almost 60%.^{xiii}

Economy

It is estimated that countries can lose up to 3% of their potential Gross Domestic Product each year as a result of undernutrition. Investing in nutrition and education, especially in the early years of life, offers excellent value for money and is proven to build long-term economic growth. Good nutrition in the first 1,000 days of life, and access to quality education, can lead to job creation and better career prospects in the future and can save money and resources currently directed to healthcare, disease treatment and other problems associated with undernutrition. While economic growth does not necessarily result in improved nutrition for the poorest, research shows that investments specifically in nutrition generate significant returns in better health and increased productivity.

Library time in Kizuiani primary school, Bagamoyo. The school is supported by an NGO, the Childrens Book Project. Teachers and students are shown an innovative approach to libraries whereby children construct their own books. Schools in the area are slowly benefitting from teacher-training programmes supported by DFID, VSO and the British Council.

“Through education sector budget support DFID supports 350,000 children a year in primary and lower secondary school, complimented by a major education quality improvement programme”
DFID Tanzania briefing



KEY FINDINGS AND RECOMMENDATIONS

NUTRITION:

Severe Acute Malnutrition

In Tanzania, 5% of children are wasted, or too thin for their height.^{xiv} Children who are wasted are 11 times more likely to die than a well-nourished child. UNICEF estimated that 130 child deaths each day in Tanzania are due to undernutrition. Undernutrition in early childhood also has long term implications for a child's growth and cognitive development, and if not prevented and treated in a timely manner, can impact the individual's long term health and earning capacity.

The delegation had the opportunity to visit Kavunge hospital in the north of Zanzibar, an area where the rates of acute malnutrition are even higher than the Tanzanian average. We met community health workers who were trained to screen children in their communities for severe acute malnutrition (SAM), and visited the hospital where malnourished children were treated. The health care workers at the hospital explained how community health care workers help with follow-up treatment, ensuring that children who are discharged from the ward continue to come for regular growth monitoring at the hospital.

Recommendations:

Some people assume that nutrition will automatically improve as a bi-product of a country becoming wealthier but we learnt that this is not so in Tanzania. Evidence shows that improving nutritional outcomes requires investing in targeted nutritional programmes. Nutrition experts writing in the Lancet have identified a package of 10 evidence-based nutrition interventions which give the most positive results.^{xv} The GoT needs to invest more in nutrition; the current situation is that most nutrition financing comes from donors. The Government should aim to move towards a model where the majority of nutrition programmes are funded through domestic financing.

The UK Government needs to recognize the importance of investing in the treatment of SAM in non-emergency contexts, such as Tanzania, and provide technical support as necessary to help the government integrate SAM treatment into their basic package of health interventions.

We understood from DFID officials that they are currently considering a nutrition-specific funding proposal. We hope that it will be possible to support this programme.

Micronutrient deficiencies and hidden hunger:

Micronutrient deficiencies are widespread in Tanzania, which contributes to the high rate (42%) of children who are stunted, and to the country's high rates of anaemia. Almost 50% of pregnant women are anaemic, a condition which significantly increases the risk of maternal mortality and impacts the child's growth and development in utero. Micronutrients are critical for optimal health and child development, especially iron, which is necessary for physical and cognitive development and increasing stamina, and

zinc which is a key nutrient for growth and the immune system. A balanced diet, with a variety of foods from different food groups, is necessary to obtain all necessary micronutrients; however, many people cannot afford to buy foods high in certain nutrients. Most people living in rural areas in Tanzania mainly eat maize, because it is cheap and filling. But maize on its own lacks essential nutrients.

The delegation visited an innovative and encouraging programme to overcome these issues. We visited the Azam flour mill, run by Bakhresa Corporation, to see how the company is adding essential micronutrients to the flour. In May 2013, the president signed into law a regulation that requires all wheat flour sold in Tanzania to be fortified with at least four essential micronutrients. The signing of the law provides an interesting case of an NGO (Helen Keller International) working with the private sector and government to put in place regulation that improves the population's nutritional status. At the factory we were able to see how the flour was milled, where the fortificant was added, and how the fortification process was monitored through regular testing of the flour.

Recommendations:

Fortification is a highly cost effective way treat micronutrient deficiencies, especially in the short to medium term. The GoT should also explore other potential foods that could be fortified, as wheat flour is not consumed by the rural poor and thus not an effective way to reach them. While more difficult, fortifying the main staple food, maize, could be a more effective way of reaching the rural poor. Other processes that have been developed could also be explored, such as double fortified salt, which adds both iron and iodine to salt. The UK Government is to be congratulated on funding the start-up costs of the flour project – now they could help support the development of other fortification projects.

The GoT should share the impact so far of this initiative with other countries in East Africa and the nutrition community (agencies such as GAIN, Micronutrient Initiative and the SUN Network) should support monitoring, evaluation and sharing of good practice.

Creating an enabling environment for Nutrition:

There is a healthy body of Tanzanian civil society organisations who advocate for more attention to nutrition in the country. The government has made significant high-level commitments to addressing undernutrition, including forming a Committee of Parliamentarians who push nutrition within the government and ensure that nutrition receives necessary attention. The office of the Prime Minister also appointed a nutrition advisor who helps to coordinate the nine different ministries involved in nutrition and ensure synergy within their work. Both the GoT and civil society are members of the SUN movement (Scaling Up Nutrition), a global partnership of government and non-governmental agencies committed to raising standards and levels of global nutrition.

The delegation met with MPs and representatives from both the Parliamentary Committee on Nutrition and with Mr Obey Assery Nkya from the Prime Minister's office. We were able to discuss with the Permanent Private Secretary what the Parliament and Government can do to address undernutrition.

Recommendation:

One key recommendation to the Government that came out of discussions with the civil society SUN group (PANITA) is the fact that while there is very high-level commitment to undernutrition, there is a break-down in service delivery at the district level; this is why high-level commitment is not yet translating to improved nutrition programmes and outcomes on the ground. Working to make sure that nutrition is integrated not just horizontally throughout ministries, but also vertically, is critical for ensuring that nutrition outcomes are improved.

The UK Government, while not the leading nutrition donor in Tanzania, can continue to provide support for high-impact programmes such as the flour fortification project. It will also be beneficial to identify one or more programmes that may be neglected by other donors but where good experience and evidence can be gained for future programming DFID should also look at how it can integrate nutrition outcomes other related programmes including health, WASH, education and agriculture.

Nutrition in the next set of development goals

We spoke to various officials and academics who commented that the development community in Tanzania has focussed most since 2000 on areas that were highlighted in the MDGs, the Millennium Development Goals. Therefore issues such as HIV (MDG6) had received budget and attention but nutrition, which barely featured in the MDGs has been neglected. The current set of MDGs finishes in 2015 and there will be a new set from 2015 onwards. The composition of the 'post-2015' development goals is being debated now.

Recommendation:

A High-Level Panel of 26 eminent politicians, academics and development experts commissioned by the UN Secretary General wrote a report (published May 2013) with recommendations for a new set of development goals. The panel suggested that there should be a new goal entitled 'Ensure Food Security and Good Nutrition'. One of the indicators would be a specific commitment to reduce stunting, wasting and anemia for all children under five.

Growth monitoring in Buyuni community at the primary health centre. Regular monitoring of weight and vaccination records is a simple way of improving overall child health and survival. Nutrition experts writing in the Lancet in 2013 identified ten relatively simple ways to reduce stunting, and most of these do not rely on expensive or high-tec solutions.

“The delegation was especially concerned by the effects of malnutrition in the first 1000 days of life. People spoke to us about the importance of this crucial period both in Zanzibar and on mainland Tanzania”

Kat Pittore, Nutrition Advocacy Officer



The UK, the Tanzanian government and other institutions such as the AU should support this recommendation in the United Nations process that will culminate in 2015.

EDUCATION

Marginalised children out-of-school

Tanzania has made strong progress in increasing access to primary education, with enrolment now at an estimated 94%. However, reflecting the global picture where 57 million children of primary age remain out-of-school, Tanzania continues to have a marginalised population of children who cannot access education. UNESCO estimates that in 2011, Tanzania still had over one million out of school children. Worldwide, some of the most

marginalised children include street children, children with disabilities, girls, the poorest, and those in remote rural areas. The unequal access to education is worsened where there are financial costs to attending school.

We visited the Dogodogo Street Children centre in Dar Es Salaam, and saw the work taking place there with social workers providing holistic support and vocational training to the children. We were told that education can play an important role in changing these children's circumstances, and that donor aid funding, including from the UK, had helped in supporting such projects.

We also visited a primary school and spoke to various officials and NGO staff during our visit. One issue of concern was that education in Tanzania is in theory free, but in practice parents have to pay for many items. These may be uniforms, books, pens, extra lessons, exam fees or various informal funds to support the school buildings. These informal fees are a major reason

End of the school day, Nitambani primary school. The school is very basic, classrooms have little more than walls, a roof and concrete benches. But Tanzania has just been awarded a grant of US\$95 million from the Global Partnership for Education. This will provide equipment and resources for basic education, support non-formal education, and strengthen early childhood development.

"I was delighted to take part in this delegation, and learnt an awful lot in Tanzania. As a former teacher, I believe passionately that all children have the right to a basic level of education."
Mark Williams MP



why many families have to withdraw their children from school. This problem (common in Tanzania as well as all neighbouring countries) perpetuates inequality in society and means that a high enrolment figure does not translate into a high pass-rate of children in exams.

Recommendation:

The Tanzanian Government should ensure that the appropriate Ministries and local authorities work together, alongside civil society organisations, to support marginalised children like street children to receive a basic education. GoT should also work to make illegal the charging of informal school fees of any sort.

The UK Government should ensure that, even as focus shifts to improving the quality of education, it continues to make targeted investments to support the most marginalised out-of-school children.

Quality of Teaching

MDG 2 (achieve universal primary education) has driven strong progress worldwide in increasing enrolment - the number of primary school age children out of school has fallen from 108 million to 57 million since 1999. However, in many countries such as Tanzania this has resulted in the quality of education going down. UNESCO estimates that 250 million children globally are in school but failing to learn the basics. 1.6 million more new teachers are needed globally to achieve universal primary education by 2015, and UNESCO estimate that Tanzania needs to recruit 5% of this global total (80,000 new posts between 2011 and 2015) in order to reduce class sizes to acceptable levels (40:1) where quality learning can take place. UNESCO's latest EFA report "Teaching and Learning: Achieving Quality for All" calls for governments and donors to prioritise investing in teacher recruitment and training as the key to delivering quality education. Research by Voluntary Services Overseas (VSO) in various countries ("Valuing Teachers") has also shown that good teachers need to be better supported and managed to remain in the profession.^{xvi}

The delegation visited the Minister of Education, DFID, primary schools, and the Vikindu Teacher Training College. Our discussions showed broad consensus that poor quality of education is a major concern, resulting in children learning little, dropping out early, and parents not seeing the value of education. We were concerned to hear that the 2013 education results were the worst in recent years. Tanzania has a specific challenge in training teachers to support children through the change in language of instruction from Kiswahili (at primary) to English (at secondary).

The delegation therefore welcomed the UK Government's support for teacher-training. The Vikindu College, supported by teacher-trainers from the British Council and VSO through the DFID-funded Education Quality Improvement Programme ("EQUIP-T"), is beginning to produce dynamic, motivated teachers with stronger English language skills. The 'EQUIP-T' programme is working with all 34 Government teacher-training colleges in Tanzania aiming to improve the English and teaching skills of 35,000 primary school teachers of English and 70,000 primary and secondary school student teachers.

Recommendation:

The UK Government should continue to scale-up its support to teacher-training in Tanzania through the EQUIP-T programme. Support to teacher recruitment and training should be a major focus of DFID's education aid across all countries. The UK Government should also work closely with the Tanzanian Government to ensure the teaching profession is valued, with fair salaries for a respected profession to attract highly-motivated graduates. Other donors should support the GoT to implement good in-service teacher training as well. This will be supported by the new GPE funding (Global Partnership for Education).

Pre-school to Primary school

Although the 'Education For All' Goals agreed by world leaders included a target to expand early childhood care and education, much of the focus at the global and national levels has been on progress towards universal primary education. UNESCO note that globally in 2011, only half of young children had access to pre-primary education, and in sub-Saharan Africa only 18%. We were concerned to learn that only a small percentage of Tanzanian children receive pre-primary education.

The delegation visited the Zam Zam pre-school on Zanzibar supported by the Aga Khan Foundation's Madrassa Early Childhood Development programme. The pre-school was clearly successful, with children learning through play in small groups and creative use of limited resources, with meals provided on-site. By contrast, the delegation went to a nearby public primary school which was in a poor state with very large classes, not enough desks and poor facilities. The delegation recognises that the Tanzanian Government has to make very difficult choices about how to spend its limited budget and it is clear that quality primary education remains an urgent priority.

Recommendation:

In the current budget situation the GoT cannot do everything it would like. The primary school environment still faces many challenges - with shortage of classrooms, overcrowded schools and lack of materials. It will be important to place most focus on primary schooling until these impediments can be overcome.

With support from donors, the Tanzanian Ministry of Education and Ministry of Community Development, Gender and Children should also work together where possible with civil society and private sector to expand the provision of pre-primary education. It will be important that different models of provision are assessed for their effectiveness so that later the most successful models can be scaled up.

The GoT should work together with GPE (and partners such as the UK and Sweden) to ensure the effective implementation of the new GPE-funded LANES ('Literacy and Numeracy for All Children, pre and primary education age, in and out of school') programme and its aims related to improvement of teaching and learning spaces for children aged two to four.

ITINERARY

The Global Partnership for Education (GPE)

The GPE plays a unique role as the only multilateral partnership devoted to getting all children into school for a good quality education. Since 2002, the GPE has allocated nearly US\$3.8 billion to 59 countries in support of education. In GPE partner developing countries, the number of out-of-school children decreased from 58 million in 2000 to 42 million in 2011. The primary school completion rate rose from 58% to 75%.^{xvii} The GPE's strengths in coordinating financial and technical support to low income countries, aligned behind nationally-led education plans, were recognised in DFID's 2011 Multilateral Aid Review and subsequent 2013 update as "good value for money for UK aid".

The delegation met with DFID (GPE Coordinating agency in Tanzania) and SIDA - the Swedish equivalent to DFID and GPE Supervising Entity in Tanzania-, along with the Ministry of Education and civil society, to discuss Tanzania's \$95 million GPE grant application. This will deliver the three-year LANES programme. The delegation was pleased to hear that Tanzania's application was approved at the GPE Board meeting shortly after their visit. This programme, if implemented effectively, will have a substantial impact on improving the quality of basic education.

Recommendation:

DFID in Tanzania should work closely with the Tanzanian Government to support their capacity to implement the GPE-funded LANES programme.

In June 2014, the GPE will hold a major replenishment event, calling for pledges to its fund for the four years 2015-18, as well as calling for increases in domestic financing of education by developing country governments and increases in bilateral donor aid to education. This event could be a crucial turning point in financing for education. UNESCO recently noted that Tanzania is an example to other countries because it already spends more than 6% of its GNP on education. We urge the Tanzanian Government to continue to show leadership and influence other governments in the region by pledging at the event to increase its spending on basic education.

The UK Government already play a leading role in GPE and are its biggest single donor. Given the alignment between UK aid objectives and GPE's approach, the UK Government should lead the call for a successful replenishment of the GPE. At the GPE Board meeting in February, the UK should call for the agreement of an ambitious replenishment target for the GPE fund of US\$4 billion (US\$1 billion per year), and should play an active, positive role in promoting the GPE to others as an effective and unique aid mechanism. For instance, by encouraging important existing partners such as the US Government, European Commission and other European donors, as well as potential new partners, to join the UK in pledging significant support.

Post-2015, a new set of Development Goals

The interplay of both undernutrition and poor access to quality education during the early years means that many children are left without the core skills and abilities they need to fulfil their potential. This delegation sought to explore the important links between nutrition and education and to encourage both governments and donors to take a more integrated, child-centred approach to programming. The delegation recognised that important leadership is being provided by the UK Government in aid to both education and nutrition, but that the MDGs have created siloed approaches to these and other issues. The development of a post-2015 development framework to replace the MDGs provides a unique opportunity to change ways of thinking, break down siloes and build momentum behind a more integrated approach.

Recommendation:

The UK should champion the UN High Level Panel's goals and targets on education and nutrition, and call for strong integration between indicators and accountability measures, so that early childhood development becomes a priority area for donor and developing country action. The GoT should also press these issues both in the UN negotiations and in relevant forums such as the Africa Union and the East African Community.

In addition, the UK, Tanzania and other countries should press for the new set of post-MDG development goals to be based on reducing the actual number of people without access to nutrition, health care and education, not only reduce the proportion of a population in that situation. In the current set of MDGs it has been possible for a country to reduce the proportion of people living in extreme poverty (for example) while the number of people living in that state has actually increased due to population growth.

TUESDAY 12TH NOVEMBER

- Arrive Dar Es Salaam
- Meet DFID staff including Liz Taylor (Human Development Team Leader), Ian Atfield (Education) and others. Mr. Jama Gulaid, UNICEF rep also attending

WEDNESDAY 13TH NOVEMBER (ZANZIBAR, TANZANIA)

- Ferry to Zanzibar (briefing on-board)
- Site visit - Kivunge Hospital, North A District
- Site Visit - outpatient management of severe acute malnutrition + growth monitoring and screening activities
- Site visit - Madrassa Early Childhood Programme Pre-school accompanied by Aga Khan Foundation, followed by brief visit to nearby public primary school
- Presentation of UNICEF Tanzania's nutrition programme
- Meeting with Hon. Juma Duni Haji, Zanzibar Minister of Health
- Flight back to Dar

THURSDAY 14TH NOVEMBER (DAR ES SALAAM)

- Site visit – Vikindu Teacher training college (British Council & VSO)
- Site visit – Flour factory with food fortification (with Helen Keller International)
- Site visit - Dogodogo street children drop-in centre in Kigogo

FRIDAY 15TH NOVEMBER (DAR ES SALAAM)

- Parliament: Breakfast meeting with PANITA/HANCI/IDS and Tanzanian Parliamentarians
- Meeting with Mr Obey Assery Nkya, Nutrition Adviser to Prime Minister, and the Permanent Secretary
- Lunch with TEN/MET (Tanzania Education Network – civil society)
- Meeting with Hon Dr. Shukuru Kawambwa MP, Minister of Education and Vocational Training
- Meeting with GPE stakeholders to discuss Tanzania's new application for GPE funding with DFID, SIDA, Childrens Book Project and Dr Faustine Ndugulile MP for Kigamboni
- Informal discussion with students at International School of Tanganyika (with Dr Faustine Ndugulile MP)
- Formal dinner with DFID, British High Commission, NGO directors and others at Ambassador's Residence. Brief meeting with deputy minister of health and social welfare, Dr. Seif Seleman Rashidi

SATURDAY 16TH NOVEMBER (DAR ES SALAAM)

- MPs depart to London Heathrow

SUNDAY 17TH NOVEMBER (LONDON UK)

- MPs arrival at Heathrow

Before and after the arrival of the MPs RESULTS staff also met many civil society organisations working on health, nutrition and education, including Twaweza; HakiElimu; Ifakara Health Institute and Lediana Mafuru MP, director of THEA. We visited Kizuiani primary school in Bagamoyo, and Nitambani primary school, with the Childrens Book Project; Buza primary school in Temeke with OCODE; and a volunteer growth monitoring project in Chanika with the Centre for Counselling Health and Nutrition (COUNSENUTH)

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Maimuna Ally, in Buyuni community. Maimuna is breastfeeding her 3-week old baby Jasmine. The village benefits from a community nutrition programme run by COUNSENUH which involves weighing babies regularly, immunisation and nutrition education. Maimuna has had five children and has breastfed all of them. Increasing the number of mothers who breast feed is one of the most cost-effective nutrition interventions a country can carry out.

“Q - What do you want Jasmine to be when she grows up?

A – I hope she’s healthy, and goes to school. Then she can do whatever God desires....”

DELEGATES & STAFF NAMES

Cathy Jamieson MP for Kilmarnock
Mark Williams MP for Ceredigion

Dan Jones – Head of Education Advocacy, RESULTS UK
Steve Lewis – Head of Health & Nutrition Advocacy, RESULTS UK
Kat Pittore - Nutrition Advocacy Officer, RESULTS UK

RESULTS UK

The delegation was organised by RESULTS UK, a non-profit advocacy organisation that aims to generate the public and political will to end hunger and poverty. RESULTS's focus is on educating and empowering people – be they ordinary citizens or key decision-makers – to bring about policy changes that will improve the lives of the world's poorest people. Our advocacy focuses on areas we believe have the most potential to make a difference. We have a track record of expertise and success in education, microfinance, and global health and nutrition issues.

As well as our collaboration with MPs and other high level 'champions' RESULTS also has a network of volunteers around the UK: grassroots advocates who work together in local groups to become effective advocates for change. We support people to build their understanding of the issues and what they can do about them. Our approach has proven to be effective and powerful, yielding significant results which have brought an end to poverty closer. RESULTS also carries out strategic advocacy, media and public awareness-raising campaigns at national and international levels.

Contact us on 0207 793 3970 // Email us: name.surname@results.org.uk // www.results.org.uk

THE ACTION GLOBAL HEALTH PARTNERSHIP

RESULTS UK is a member of ACTION – a global partnership of advocacy organisations working to change policy and mobilise resources to fight diseases of poverty and to improve equitable access to health services. ACTION was founded in 2004 as a partnership of civil society advocacy organisations with the shared mission of mobilising new resources to respond to TB globally. Over the past few years, ACTION has expanded its advocacy efforts to include the promotion of child survival. Within the child survival area ACTION has a particular focus on supporting the benefits of immunisation and highlighting the importance of undernutrition for infant development.

www.action.org

THE ALL PARTY GROUP ON EDUCATION FOR ALL

RESULTS UK provides the secretariat to the APPG on Global Education for All. The APPG is a group of Parliamentarians from both Houses and all parties, who have come together to support strong UK action on achieving the Education for All goals. The aim of the APPG is to raise greater awareness in the Houses of Parliament of the factors affecting the provision of education globally, and the Government's obligations to help to meet the education-related Millennium Development and Education for All Goals. The APPG retains a strong link to the Global Campaign for Education (GCE) UK and its annual schools campaign, Send my Friend to School, which sees hundreds of thousands of schoolchildren learning about global education and taking action to ensure strong UK support to education in low-income countries.

Contact: Dan Jones, APPG Coordinator, dan.jones@results.org.uk // www.appg-educationforall.org.uk/

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The logo for ACTION, featuring the word "ACTION" in a bold, black, sans-serif font. The letter "A" is stylized with a diagonal slash through it.

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