

Office of the Secretary of the UNICEF Executive Board

Template for delegations commenting on the draft country programme documents

2022 annual session

Draft country programme document commenting period: 22 March to 11 April 2022

Delegations are kindly invited to use this template to share their comments on the draft country programme document being presented to the Executive Board during the forthcoming session.

Delegation name: *Belgium*

Draft country programme document: *Tanzania*

In accordance with Executive Board decision [2014/1](#), draft country programme documents are considered and approved in one session, on a no-objection basis. All comments received by the Office of the Secretary of the Executive Board before the deadline stated above will be posted on the Executive Board website, and considered by the requesting country, in close consultation with UNICEF.

	Delegation's comments	Response(s)
General comments	<ol style="list-style-type: none">1. The UNSDCF puts a strong focus on secondary education. For example, the UNSDCF results framework has a performance indicator for gross enrolment in lower secondary schools, and on the transition rate from Standard Seven to Form One. UNICEF focuses on secondary education and the transition between primary and secondary, but also on pre-primary education. To what extent does the analysis of the UNSDCF and UNICEF on the importance of secondary education, the transition from primary to secondary education, and pre-primary education differ?	UNICEF participated actively in the analysis of the Common Country Assessment and the UNSDCF to ensure full alignment of the analysis and the documents. The importance of ensuring keeping children in schools all the way from pre-primary to complete their secondary school education with certain competencies including life skills, knowledge about their reproductive health and ability to work will be a renewed commitment for UNICEF in the coming programme cycle specially focusing on adolescent girls. Hence, our analysis and strategies are aligned to respond to the above challenges and opportunities.

<p>Comments on specific aspects of the draft country programme document</p>	<p>2. For GDP growth numbers (p.2) it might be advisable to use numbers from for example the World Bank (Tanzania Economic Update) and specify if these are nominal or real numbers.</p> <p>3. In a presentation of UNICEF’s draft CPD for development partners it was mentioned that enrolment in pre-primary education declined from 94% in 2017 to 79% in 2020. On p.4 of the CPD it is mentioned that ‘the introduction of fee-free compulsory pre-primary education in 2016 led to enrolment increases, but the net pre-primary enrolment rate is only 34 per cent’. Which statement would be correct?</p>	<p>UNICEF is aware of the difference in GDP growth data by the government and the World Bank, where the latter quotes GDP growth at 5.8 per cent in 2019 to have declined to an estimated 2.0 per cent in 2020 (World Bank 2021). However, in consultation with government UNICEF opted to use the data validated by the government.</p> <p>The CPD presentation for development partners made in November 2021 quotes the Gross Enrolment Rate at the pre-primary level (GER, the rate of all children enrolled in pre-primary) which has indeed decreased.</p> <p>With the introduction of fee-free and compulsory pre-primary education in 2016, Tanzania saw an increase in pre-primary enrolment in 2016, with a Net Enrolment Rate (rate of children who are in pre-primary at the age of 5 years) of 46.7 and a GER of 102.6 (compared to NER 35.5 and GER 37.3 in 2013) However, since then the enrolment rates have again decreased to a NER of 34.2 in 2021.</p>
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