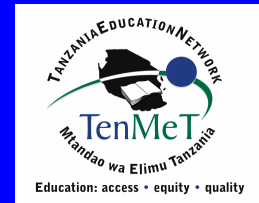


JOINT EDUCATION SECTOR REVIEW



*PERFORMANCE OF CIVIL SOCIETY ORGANIZATIONS (CSOS) IN DELIVERY OF QUALITY
EDUCATION IN TANZANIA*

BRINGING EDUCATION BACK ON COURSE

Dar es Salaam

OCT 2011

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LIST OF ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
CAMFED	Campaign For Female Education
CCBRT	Comprehensive Community Based Rehabilitation in Tanzania
CDTFN	Childhood Development Trust Fund Network
CSOs	Civil Society Organizations
BEDF	Basic Education Development Fund
ECD	Early Childhood Development
EFA	Education For All
ESDP	Education Sector Development Programme
FAWE	Forum for African Women Educationalists
GWA	Global Week of Action
HIV	Human Immunodeficiency Virus
MED	Marfiki wa Elimu Dodoma
MDGs	Millennium Development Goals
MCDGC	Ministry of Community Development, Gender and Children
MoEVT	Ministry of Education and Vocational Training
MOHSW	Ministry of Health & Social Welfare
PMO-RALG	Prime Minister's Office – Regional and Local Government
SAWA	Safina Women's Association
SNV	Netherlands Development Organization
SWASH	School WASH
TECDEN	Tanzania Early Childhood Development Network
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TRCs	Teacher Resource Centres
TRCC	Teachers Resource Centre Coalition
UNICEF	United Nations Children's Emergency Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation, & Hygiene

EXECUTIVE SUMMARY

With the expanding responsibilities of civil society organizations (CSOs) on improved education in Tanzania, it becomes important to have shared experience with other stakeholders through Annual Education Sector Reviews. TEN/MET acknowledges that noticeable progress has been made in education in Tanzania and that much more remains to be done to meet Education for All (EFA) goals as elaborated in the Millennium Development Goals (MDGs), Global Campaign for Education (GCE), Tanzania Development Vision 2025 MKUKUTA goals and Education Training Policy (ETP) targets.

This paper describes the experience of CSOs' contribution to improving the quality of education in Tanzania. The focus is to highlight CSOs' performance in the last fiscal year in terms of achievements, challenges, lessons learnt, recommendations for action, and prospects. TEN/MET is a CSO member organization based network consisting of 147 active members settled in the nine working zones. The majority of them are in Northern Zone (44%) and least is South East Zone (1 % members, Refer Figure 1 in the discussion).

As CSOs, we have an agenda to advocate for a clear and well-articulated strategic vision for education policy and plans coordinated from Ministry of Education. We also argue for equitable access to quality education made possible through inclusive education where regular schools and other educational institutions plan for and meet the learning needs of all members of their communities.

While last fiscal year has seen a yet more dramatic increase in enrolments, many children and youth are still excluded from a full quality education. Equity is needed in both enrolments and other qualitative aspects, including gender-sensitive, child-friendly experiences in the classroom, teaching/learning materials, and teachers taking responsibility for all learners in a school. Therefore, the transfer of adequate financial resources to Local Government Authorities (LGAs) and community in general is paramount to provide appropriate and adequate materials for all learners. CSOs also argue that the status of teachers and the teaching profession are in jeopardy if education policy is not tight enough to enable the enhancement of adequate learning environment for teachers

As a result, CSOs under TEN/MET's coordination have improved their contribution towards improved quality education service delivery. CSOs member activities are diverse but coordinated around advocating for education policy and practices improvement to enhance quality education delivery interventions.

CSOs' contribution for the last fiscal year has amounted to approximately Tshs 1,423,573. Activities distribution has indicated that much of the members' effort has been to focus on issues concerning an Improved Teaching and Learning Environment (38 percent), Action Research and innovation (26 percent), Capacity Building (13 percent), Advocacy (11 percent), School governance (9 Percent), and last, resources committed to gender issues (1 percent) (Refer to Table 1 and Figure 2).

There have been several achievements for TEN/MET CSO member's contribution towards improved quality education delivery. To mention a few, these included, TEN/MET contribution to improving existing education policies and programs through its participation in the Ministry of Education and Vocational Training (MoEVT)'s various technical working groups, committees, and taskforces.

Specifically TEN/MET has improved its coordinating role to facilitate CSOs members to provide inputs to diverse interventions in designing the Public Expenditure Tracking Survey, inclusion of cross-cutting issues in the Education Development interventions, the review of Cluster 2 dealing with education issues in MKUKUTA II and SCOs strategies for providing physical education services delivery to support communities' efforts improve education infrastructures and learning materials. At the Public Level, TEN/MET's policy advocacy work has focused on coordinated organization of public debates (national and zonal), and conferences; and public awareness raising of critical educational issues around commemorative events, e.g., Global Week of Action.

An increasing engagement of MoEVT officials in different education events, performing official launches, presenting papers in conferences and debates organized by TEN/MET, is highly significant in that TEN/MET has positioned itself well as one of the key development partners advising and complementing government efforts for improving the quality of education in Tanzania. There has been increased visibility of TEN/MET at the district level through the enrolment of 79 new members, the formation of three District Networks, and TEN/MET's website. Information sharing and awareness of education policies and other critical education issues among members have improved through the organization of information sharing meetings in the regions, distribution of publications and participation in Breakfast Debates organized by HakiElimu in collaboration with Policy Forum. On a broader level, TEN/MET's networking activities and its role of mobilizing and representing a collective voice of education CSOs has been valued in the context of the macro development paradigm of strengthening civil society, democratic development, and good governance in Tanzania.

Regardless of the mentioned achievements, TEN/MET has encountered challenges as well. These can be summarized as follows:

- Low understanding of the current competence based curriculum by key education actors (inspectors, teachers, ward education coordinators etc,) limits them from achieving innovations for enhancing quality education development. For example, very recently it has been observed that the primary school pupils have been using old curriculum setup while exams have been developed using the competence-based curriculum.
- Under-utilization of teacher resource centres (TRCs). Most of the existing TRCs are not effectively utilized due to lack of resources and weak management.
- Low capacity of CSOs in lobbying and advocacy practices at local levels.
- Absence of Education Regulatory Authority. The Regulatory Authority as an advisory body with mandates to ensure that education financing directives and guidelines are managed according to the constitution and other guiding development policies (MDGs, EFA, and MKUKUTA) is missing in the education sector structures. This gap constrains the operationalization of binding cords like excessive central government control that could have been reduced by the Education Regulatory Authority.

From our intervention on addressing education issues, several lessons learned have been taken on board for improving activity implementation. These lessons include:

- Enrolment of children with disabilities in all levels is still very low, thus deliberate efforts by CSOs and other education actors are desired to mitigate the situation.
- Inclusive education has big potential to increase accessibility of education to children with disabilities. Therefore, best practices need to be sustained and improved to promote friendly strategies for inclusiveness.
- Environmental, institutional, and attitudinal barriers are the big challenge for effective implementation of quality education programmes. More inclusive and focused strategy is needed to address the situation.
- The participatory process for implementing CSOs activities has been efficient and cost effective. This approach needs to be improved further and sustained.

The recommendations from CSOs highlight that:

- New school constructions need to take into account the needs of children with disabilities and the old ones need to be renovated to accommodate children with disabilities.
- Government should provide teaching and learning materials as well as assistive devices to children with disabilities.

- Inclusive education should be included in the Teacher Training Curriculum.
- The MoEVT should start implementing Inclusive Education Strategy to ensure that school age children access education without limitations
- Currently the focus if improved education should be on quality education services provision as the quantity perspective of education has adequately been addressed by the government and other development partners.

The future prospects of TEN/MET highlights the way forward for the network on its course for strengthening CSO members' participation in the network. The coming TEN/MET strategic direction will focus on scaling up its catalytic, facilitative, and coordinating role. To that end, the network will concentrate its activities around the following areas:

Improving Teaching and Learning Environments

- Strengthening Governance and Accountability in Education
- Facilitate the Implementation of Education and Training Policy
- Research, Publication and Documentation
- Network Capacity Development and Sustainability

Towards this end TEN/MET's strategic focus and direction will be translated through the following overall goals and strategic aims:

- Overall Goal: Contribution of education to improved quality of life and social well being enhanced.

Strategic aim

- A gender based teaching and learning environment for improved livelihood promoted
- Governance and accountability in education improved
- Popularization and monitoring of ETP implementation improved
- Publication and documentation to inform advocacy improved.
- Network capacity and sustainability strengthened

The services of TEN/MET are meant to benefit more than 147 members, which comprise civil society organizations working on education across Tanzania. The ultimate beneficiaries of TENMENT will entail children, youth, and adults. Other beneficiaries of TENMET services will include relevant Ministries, Department, and Agencies as well as policy makers at various levels.

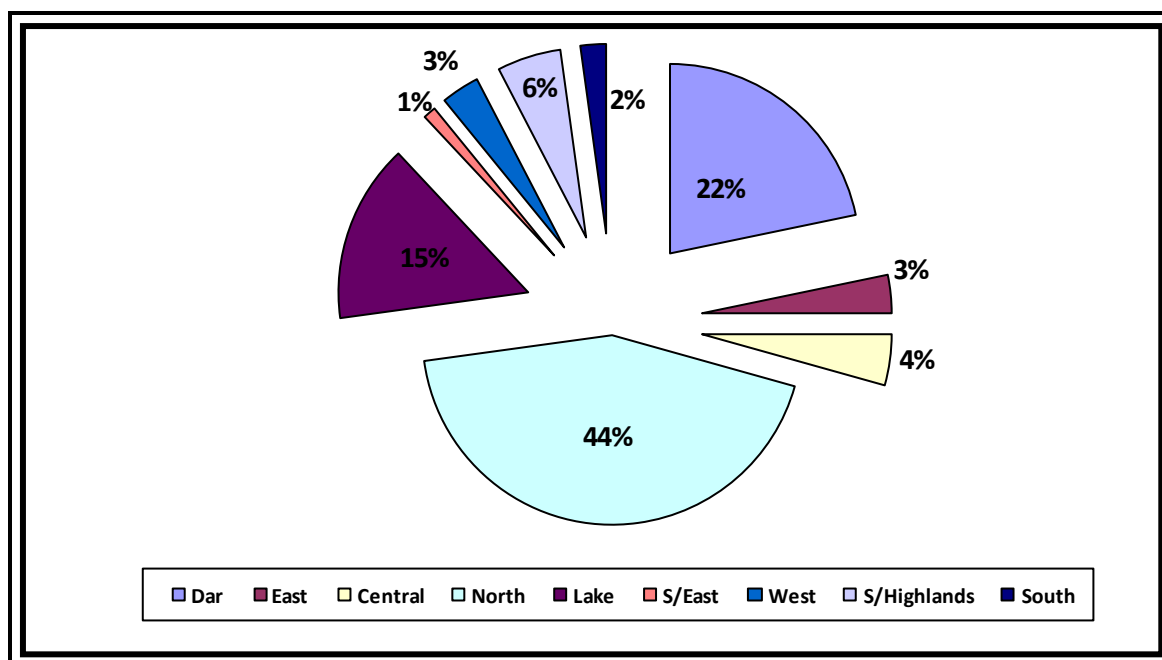
1.0. INTRODUCTION

The Annual Education Sector Review provides an opportunity for all key stakeholders to contribute to the development of education in Tanzania. Civil society organizations (CSOs) are grateful to the Government for increasingly expanding the space for their participation in policy dialogue as an avenue for advocacy. However, we note a glaring absence, except perhaps as entertainers, of the most important ‘stakeholders’ in education – the pupils themselves. The Annual Review would be considerably enhanced if we made meaningful space to listen to and learn from the voices of children. In future sessions, CSOs urge this review to ensure fair and adequate representation from pupils and teachers.

1.1. TEN/MET’s Contribution to bringing education back on course

Tanzania Education Network/Mtandao Wa Elimu Tanzania (TEN/MET) is an umbrella organization aimed at coordinating education NGOs, FBOs, and CBOs in advocating and influencing pro-poor policies towards improved quality education in Tanzania. It was founded in 1999 with 32 members. To date the Network has more than 147 active national and international member CSOs. For efficient performance and communication, member organizations across the country are clustered in 9 zones: Dar es Salaam (Dar es Salaam and Zanzibar), East (Morogoro and Coast regions), Central (Dodoma and Singida), North (Arusha, Kilimanjaro, Manyara and Tanga), Lake (Mwanza, Shinyanga, Mara and Kagera), South East (Mtwara and Lindi), South (Iringa and Ruvuma), West (Kigoma and Tabora), and Southern Highlands (Mbeya and Sumbawanga). Members’ cluster distribution is as indicated in Figure 1 below

Figure 1: Members Cluster Distribution in Zones



Geographically, TEN/MET active members are concentrated in the Northern Zone, which comprises 44 percent of all members, followed by Dar es Salaam (22 percent), and East Zone (15 percent). As indicated in Figure 1, the network is thinly spread in the South East (Mtwara and Lindi) and in the South (Iringa and Ruvuma). Future plans are focused to engage CSOs members from these Zones by establishing and strengthening district networks in respective zones.

Generally, the role of CSOs in Tanzania has been growing periodically. During pre-independence to early 1990s, the majority of CSOs were engaged in service delivery as charity institutions as well as promoting self-help initiatives through government-set systems. Here faith based organizations (FBOs) established and ran schools. A shift to advocating for education policy change was a direction that started in the late 1990s to-date. Therefore, some CSOs are engaged in advocacy initiatives and others are reverting to service delivery because there is a rising demand for the latter support, especially in local communities.

TEN/MET on its part has been fastening its coordination role toward enhancing advocacy and lobbying interventions tailored in the global and national policies framework to meet Education for All (EFA) goals. These global and national policy frameworks include the Millennium Development Goals (MDGs), Tanzania Development Vision 2025, the MKUKUTA goals and Education Training Policy (ETP) targets. In addition, based on these International and National policy frameworks, TEN/MET developed its vision and mission, a guide for operationalization of its core business of advocating and lobbying for improved education policies and practices in Tanzania.

Vision: TEN/MET would like to see a Tanzania in which all people, especially children, enjoy access to participatory, meaningful learning opportunities, in order to realize their fullest potential and to enhance social inclusion.

Mission: TEN/MET works with NGOs, FBOs, and CBOs to influence education policies and practices for promoting accountability to communities, to ensure that meaningful and quality learning is enhanced for all children, youth, and adults, without discrimination.

TEN/MET day-to-day operations of providing coordination processes are run by the secretariat and the Board of Directors managed the affairs of TEN/MET on behalf of the Annual General Meeting (AGM). TEN/MET's long persistence in improving its coordination role explains its desire to consolidate CSO members' efforts to support the government in improving its performance in education service delivery, thereby bringing education back on course.

1.2. Objectives

The main purpose of this paper is to share the annual performance and contributions of CSOs in delivery of quality education in Tanzania. This entails summarized and enlightened information on the roles of CSOs, achievements, challenges, and recommendations in regards to policy analysis and practices in quality education delivery interventions.

1.3. Methodology

A much more participatory approach has been adopted in collecting information for this paper. Consultative meetings were held with zonal member representatives based in Dar es Salaam and those from outside Dar es Salaam and in some areas solicited through emails, post, and telephone calls. A literature review on the theme also contributed to sharpening the paper's focus.

2.0. CONTRIBUTIONS OF CSOS IN DELIVERY OF QUALITY EDUCATION

2.1. GENERAL CSO PERFORMANCE

Performance of CSOs in promoting quality education delivery in Tanzania has been very diverse but around advocacy, policy analysis, and practice. It has been noted that CSOs' performance under TEN/MET's coordination has been growing. Many resources have been committed at different levels to enhance CSOs' planned activities. The CSOs have proved to participate in tripartite forums and networks to strengthen their common voice on education development issues. A loud CSO voice has been a strong instrument for influencing changes in education policies. Partnerships and joint efforts and activities among related CSO members have also proved to strengthen performance in quality education delivery in Tanzania. CSOs' joint interventions in education related issues are also growing and have brought positive impacts, especially on identification of joint strategies for sharing education development inputs to the Government. Strengthened CSO participation in dialogues and debate has also been instrumental for the Government to broaden strategies on addressing challenges for improved quality education delivery.

2.2. CSOS ADVOCACY FOR QUALITY EDUCATION

2.2.1. National Conferences on quality of Education

OXFAM GB and TENMET held two national education conferences. The major aim for the conferences was to create an international and national educator's dialogue forum on contemporary education key issues that needed resolutions that could support the government's actions. The conferences included:

i. The Community of Practice on Learner-Centred Learning- (COP)

The theme of the conference was ***'Moving towards Education for Relevant Meanings'***. The thinking behind the theme was to make education more meaningful to life. Participants from different education institutions (schools, Universities, and colleges), CSOs members, and other development partners came up with concerns that poor school environments especially in rural areas, limit the implementation of learner-centred education. Most schools have inadequate classrooms, large class sizes, and poor furniture condition. There is also a problem of an insufficient number of teaching and learning materials. In addition, teachers are not adequately trained in learner-centred education and thus the majority are still using traditional methods regardless of the changes in curricular requirements to a learner-centred approach. To support government action the conference shared several resolutions. These included a review of Teachers Development Management System (TDMS) and improved Teachers In-service Training (INSET) to improve teacher's condition and competencies in pedagogy and teaching methods. In this intervention Oxfam and TEN/MET jointly committed Tshs 14,700,000.

ii. The Quality Education Conference (QEC)

The main theme was 'Towards Improving the Teaching Profession for Quality Education'. Besides member participation, the government also participated effectively in the discussions. The discussion was based on how teachers' professionalism could be improved in order to improve quality education in Tanzania. Key recommendations from the conference were:

- Entry qualifications for grade 'A' Teacher training be raised to above division four for more qualified teachers.
- Teacher Training at university level needs to be coordinated programme and informed by practices in schools
- The budget allocation for TDMS should be raised to solve problems and improve professional development of teachers.
- A national philosophy has to be agreed to guide provision of harmonized education in the country. It is strongly suggested that the Education for Self Reliance be reinstated and developed.



MOEVT Deputy Minister Hon Augustino Philipo Mlugo; Guest of Honour Quality Education Conference

To address this conference Oxfam and TEN/MET jointly committed Tshs 21,000,000

2.2.2. Fighting Negative Cultural aspects affecting girl child education

Shinyanga Education Network/ Mtandao WA Elimu Shinyanga (SEN/MES) with support from Oxfam GB sensitized communities on the importance of ensuring that their children receive education for a better future. The activity was carried out through focus groups dialogues, ngoma troupes, and drama. SEN/MES was provided with Tshs 6,600,000 to conduct this activity. This intervention has enlightened parents to do away with discriminating cultural practices, including encouraging early marriages for girls. Currently there is a positive sign of increased enrolment for primary school and much is to be worked out to improve the retention rates, especially for girls.

2.2.3. HIV/ AIDS Prevention and Information to students

AIDS/HIV clubs for students were formed with support of Tshs 4,400,000 from Oxfam GB to provide education on HIV/AIDS to 10 schools of Shinyanga Municipal Council and 15 schools in Shinyanga Rural. As a result, the pupils are now much freer to discuss and ask questions on issues of HIV/AIDS. In Ushirika primary school, Shinyanga teachers have strengthened peer learning so that now pupils are sharing their knowledge and experience on their physical changes. The knowledge sharing has strengthened their capacity to fight HIV/AIDS and parents are happy about it.

2.2.4. Radio sensitization programmes.

Haki Elimu supported Marafiki wa Elimu Dodoma (MED) of Dodoma to conduct sensitization programmes through Dodoma community radios Kifimbo and Spot FM. Themes were on improving quality education in our schools and challenges ahead. The programmes focused on improved awareness among the people on the importance of supporting government effort to improve quality education service delivery.

2.2.5. Open education debates/Forum

i *Improving people's awareness on education issues*

The debate was conducted by Friends of Education. The objective was to strengthen awareness of education issues and bring community change of attitudes towards supporting improved quality of education in Tanzania. Teachers, students, school committees, and community brought to light a review on the challenges and mitigations of ward secondary schools such as laboratories, libraries, shortage of qualified teachers, delayed payments to teachers, and poor, unfriendly infrastructure. The debate concluded that improvement of ward secondary schools needs ore participatory planning where communities can be fully engaged in joining efforts to run fewer ward secondary schools a change from current practice, where their efforts are thinly scattered over every ward.



A Zonal debate in action in Kibaha

ii. Youth's awareness programmes. The Community Youths Forum (CYF) to enlighten youths on the need to look for alternative opportunities for development, after school based on what they have learned in school. The realities are that in Tanzania over one-third of the total population is youth. Therefore, the young generation in Tanzania is hit hard with the problem of unemployment. To address the challenges of unemployment for



Marafiki wa Elimu Dodoma
(MED) Youths Club Debate

youths, the forum urged the government to revise training curricula, especially in vocational colleges to provide more skills preparation for self employment, rather than white collar jobs.

National and Zonal Debates TENMET held National Education Debates; on improving "Education Financing". Participants came out more enlightened on their and their roles and importance of advocating for change for a better government education financing system, and on the falling National Form 4 examinations pass rates. It was recommended that MOEVT should work out a strategy for NECTA and TIE to have joint activities for efficient and effective curricula and examinations management. At Zonal level, there were debates on "How Inclusive Are Our Schools". This debate was held in Tanga. CSO Members and other education stakeholders in Tanga concluded that inclusiveness in schools is a factor of many issues such as financing systems at schools, and gender sensitive cultural norms. These factors need to be taken on their own weight by the government, partners, and the public in general. "The Challenges of Quality Education" in Musoma, Mara region. "Factors Contributing to Girls dropping out from Schools" in Songea and on "Constitutional Amendments and the Rights to Education" were other Zonal debates held in Musoma, Songea, and Kibaha.



Active discussion during QEC in
Dar es Salaam

Kibaha. TEN/MET's secretariat expended Tshs 191, 291,000 for Policy Analysis and Lobbying (PAA) programme to facilitate these national debates during the last physical year (2010/2011).

2.2.6. Enrolment, Retention, and Completion of Children with Disabilities in Primary School CCBRT initiatives.

CCBRT conducted research on education enrolment, retention, and completion rates of children with disabilities, to establish whether:

- i. The rate of enrolment, retention, and completion of primary education by children with disabilities is improving.
- ii. There is effectiveness and reliability of the reporting systems from school to national level.

The findings indicated that the government is making efforts to address education for children with special needs and it had established a desk to handle issues of disabled students in Tanzania. Regardless of these initiatives, much is desired to improve the school environment for disabled children. Based on the research findings, CCBRT developed policy briefs, which were shared broadly by Policy makers, Members of Parliament, and District executives in Dar es Salaam. The Organization spent Tshs. 14,000,000 to manage this initiative.

2.3. IMPROVING TEACHING AND LEARNING

2.3.1. TRCs in Promoting Quality of Primary Education

TRC Coalition in early 2009 undertook a comprehensive baseline survey to establish the opportunities and obstacles for achieving functional Teachers Resource centres capable of facilitating democratic School committees and inclusive School Development Programmes. Results indicated that most school committee members, village government leaders, and communities in general were not adequately informed of their roles in enhancing equitable access to quality education provisions in primary schools. Consequently, the TRC Coalition declared that citizens needed to be conscious of the powers of democracy for improved education and it is their duty to have this power in their daily lives. Therefore, the TRCs are working jointly with communities to improve their capacity in capitalizing the use of TRCs' resources for improved education processes.

In addition, the TRC Coalition has become engaged in providing facilities to communities through TRCs framework. These materials include easy-to-follow book versions of Roles of School Committees (1500 copies), Training Guide books on the Roles of School Committees (100), Whole School Development Planning (1500 copies), posters on School Committees and their roles (1000 copies) and PETS Guide books (1500 copies) These books have been distributed to 280 primary schools and posters mailed to 280 Notice boards. Additionally, 62 district council leaders in Mbeya Rural, Njombe, Kilindi, Mvomero, Bagamoyo, Kisarawe, and Kibaha districts have been sensitized on the roles of School Committees, whole School Development Planning, and PETS. A total of 1,254 people (396 women and 858 men) attended PETS meetings held in these districts. PETS committees in 280 schools from community members are currently being trained on how to conduct PETS and to compile reports. Production of quarterly Newsletter-Tushikamane is an on-going activity. The TRC budget of Tshs 248,600,319 for 2009, 2010, and 2011 was used to address these activities.

2.3.2. Quality of Education through TRCS by Aid et Action

The major goal is to develop the ability of Teachers resource Centres (TRCs) to effectively enhance academic and professional skills of teachers through in-service training. In 2010, the following activities were implemented under the project:

- i. Construction of two TRCs at the clusters of Mwawile and Kasololo in Misungwi District.
- ii. Support for Solar power installation to eight TRCs, which are far from the TANESCO electrical power source. The solar power installation covered the TRCs of Kikundi, Kabila, Badugu, Igalukilo and Mkula in Magu district and also Kasololo and Mwawile, Misungwi.
- iii Support with provision of books to 4 TRCs of Mkula and Nyanguge both in Magu District; Kasololo and Mwawile in Misungwi District.
- iv Provision of ICT materials to TRCs of Misasi in Misungwi and Nyanguge in Magu. Each TRC was equipped with one computer, one photocopy machine, and one printer. Electricity Installation in those TRCs was done by the District Councils.
- v Provision of furniture to Kasololo and Mwawile TRCs in Misungwi District. Each TRC was supported with a set of equipment composed of tables, chairs, cupboards, and shelves
- vi Training of Teachers Resource Centres' Coordinators of Nyalikungu, Kisesa, Nyashimo, and Usagara in ICT skills, and advanced Microsoft Word for Teachers Resource Centres Coordinators and their respective assistants.
- vii Training of TRC Management Committees in administration and financial management skills.
- viii Training of CSOs in project management Bagode, Adilisha, Batez, Hope, Ihushi development Centre (IDC), and Anglican Youth Christian Program (AYCP). A total of 24 people were trained in project management skills.



Kikundi TRC, Magu has provided opportunity for night studies at the centre. Thanks to solar power

2.3.3. Teachers and Community Development through ICT at Aden Centre Misungwi

The three-year project aims at promoting the teachers' and Community's development through ICT. The ADEN board of trustees were given the role of supervising its operation. The direct beneficiaries are teachers, pupils, local authorities, and schools (primary and secondary) in getting quality services from the centre.

2.3.4. Gender Responsive Pedagogy (GRP) FAWETZ initiatives

FAWETZ conducted Mentoring of Teachers on GRP to 124 (32 from DUCE and 92 from MUCE) student teachers after their teacher training in Dar es Salaam University College of Education (DUCE) and Mkwawa University of Education (MUCE). In addition, there was formation of GRP clubs within the universities. The focus for the programme was to provide secondary school teachers with gender sensitive skills at work and in community environments.

2.3.5. Improving teaching the quality of teaching In Shinyanga by Oxfam GB

The organization established four new teachers' networks to ensure the continued professional development of teachers in Shinyanga. The networks included training of trainer-TOTs, Mentors, Teacher Resource Centre-TRC, and teachers with special needs networks. The networks are expected to ensure better education delivery in the classroom and improved learning by pupils. Oxfam GB also provided teacher training and mentoring to 120 newly employed teachers in learner-centred teaching methods, 30 trainers to coach other teachers. In year 1 and 2 of the projects, 356 teachers and 280 mentors were trained. Their skills supported 1,796 teachers to improve their competencies on center-learner teaching methods.

During that period there was also an activity supporting four teacher subject networks (two for English and two for Mathematics). Twenty mentors were trained and teacher training modules and teachers' newsletter were printed. A total of 121,088,100/= was used for these activities.

2.3.6. Quality Education through the Expert Teacher System - QUEETS

TTU with funding from Pestalozzi World Foundation (PWF) working on efforts to improve children's competencies at primary school level. The project has the following aims:

- i. Improve the quality of education in English Language (EL) Mathematics and Education for Sustainable Education Development (ESD) by training teachers
- ii. Improve availability of learning and teaching material in ESD and EL for primary schools
- iii. Incorporate the national, regional and district educational authorities in the efforts of improving EL and ESD education

Currently the project is being implemented in the Arusha and Manyara Regions; 187 wards with 834 schools been engaged in the project and 166 new schools will benefit from trained teachers A total of 590,452 pupils are the beneficiaries of the project. The project's content fits well into the Tanzanian Education Reform Policy as outlined by the Ministry of Education and Vocational Training (MoEVT). The Education Sector Development Program (ESDP) defines a number of aims that are in line with the project's intentions:

- The improvement of textbooks and other teaching materials,
- The improvement of teacher education,
- The promotion of the participatory method of teaching.

2.3.7. Improving Learning Environment

i. Improved school facilities at girls Secondaries- FAWETZ contribution

FAWETZ supported Mgugu Secondary School in installing solar power to provide electricity 24 hours a day. FAWETZ also supported them to construct a shallow well (water source) to distribute water. Lufilyo Secondary school in Rungwe District Mbeya, benefited with renovation of girl students dormitories, and provided 160 beds and students with 160 mattresses. The construction of dining room and friendly toilets for girls is going on.

ii. *Water and sanitation in schools (WASH)*

Here, Oxfam GB constructed four rainwater tanks, and seven shallow wells. These facilities were provided to most critical rural primary schools and local communities around. Eight latrine blocks were constructed at eight primary schools at Shinyanga. Provision of clean water in schools reduced the risk of water-related diseases and improved children's and teachers' hydration in the hot climate of Shinyanga. It has been noted that this intervention improved attendance of girls in particular, who had been missing classes for fetching water. Oxfam spent Tshs 58,747,500 to address these activities.

iv. *School WASH initiative*

CCBRT is part of the Technical Working Group on School WASH to ensure that disability matters continue to be addressed and mainstreamed. A project to improve physical accessibility was held in three schools in Dar es Salaam i.e. Hekima, Kigogo, and Kawawa. The activities are concerned with restoration of existing building structures and facilities including accessible toilets to disabled children. TENMET brought in different CSO partners to develop the national guidelines and standardize designs for use of relevant building and training materials for improved School Water supply Sanitation and Hygiene (SWASH) programmes in Tanzania.

v. *Provision of Teaching and Learning Materials for Children with Special Needs*

OXFAM GB donated teaching resources and equipment including for children with special needs. The support included Braille machines, Braille sheets, sports equipment speech aids, writing slates, and white canes distributed to five schools with special needs children, as well as their teachers. The organization provided a sum of Tshs 16, 256,100 for this activity.

vi. *Renovation of school libraries and resourcing*

Oxfam also spent Tshs 84,000,000 for facilitating the renovation of five schools in Shinyanga District. The schools included Mwasenge, Idodoma, and Nyika (Shinyanga District Council), Ujamaa and Mwantini (Shinyanga Municipal Council). The renovation focused on improving the selected classrooms by equipping them with resource materials such as books, video-sets, solar panels (electricity) and furniture. In addition, 640 textbooks, two television sets, and two radio cassette recorders with DVD players were provided to eight Teacher Resource Centres (TRCs). The resource rooms have benefited 3,500 pupils (1,800 Females and 1,700Males), five hundred teachers (240 Females and 260 Males), and 2,000 members of the local community (1,200 males and 800 females) to ultimately improve the reading culture.

vii. *TAHEA Support To Schools In Ilemela And Nyamagana District*

Tahea supported the following schools under the program: Nyamwilolelwa, Masemele, Fumagila, Igogwe, Kilabela, Mhonze, Umoja, Bugogwa, Igombe, and Kabangaja from 2005 – 2011. Infrastructure support to 13 Pre School classrooms includes, 5 sets of outdoor games, 5 rain water harvesting tanks, 20 child friendly toilets, 60 child friendly tables, 240 child friendly chairs, 10 kits learning materials, 20 office chairs, 11 teachers tables, 6 book shelves, 12 floor covers and 250 pre school books. Furthermore, TAHEA provided training to 24 para professionals, 125 community leaders, 143 micro finance groups that support the ECD program by paying monthly allowances to Para teachers, and managed the feeding program at schools. To facilitate this programme for five years TAHEA spent Tshs 185,955,000.00

2.4. INCLUSION

2.3.1. Translating the United Nations Gender in Education Initiatives

Translation of the United Nations Gender in Education Initiatives (UNGEI) into Tanzania Gender in Education Initiatives (TGEI) is an activity coordinated by FAWE The organization, jointly with other CSOs members like Camfed, Adilisha, Aid et Action, Mtoto Trust Fund, as well as the Ministry of Education, translated TGEI to suit the programme frame of those respective organizations. In this regards FAWETZ secretariat has accomplished the following activities:

- i. Monitoring girl's education reports by stakeholders (Tshs 10,800,000.00).
- ii. Development of TGEI website and sharing information (Tshs 5,000,000.00).
- iii. Advocacy for re-entry policy by collecting different opinions from stakeholders.

2.3.2. Popularization version of the UN Convention on Rights of Persons with Disability

CCBRT in collaboration with ICD prepared a popular version of the UN Convention on Rights of Persons with Disability in a simple and user-friendly language with cartoons. The publication is used as an advocacy tool for the rights of persons with disabilities, including the right to education, as a way of ensuring that people with disabilities have equal access to quality education and implementation of the Inclusive Education Strategy. The publication has been distributed widely to various stakeholders.

2.3.3. Promotion of Access, Retention and Good Performance for Girls and Women; TUSEME

In collaboration with the Ministry of Education implemented the TUSEME project in more than 164 government secondary schools. Each school has established TUSEME clubs where students organize themselves in academic studies discussion as a life of skilled learning. FAWETZ also supports Centre of Excellences (COEs) to mark FAWE girls day. FAWE funded Tshs 1,500,000.00 to enhance theatre and grammar performances during the event.

2.3.4. Supporting teachers on sign language for Pre and Primary Schools

CCBRT supported this training to teachers mainly from DSM and Moshi. The intervention enables seventy-six children with disabilities to be enrolled in primary schools. An early childhood/daycare, in collaboration with CEFA (an Italian NGO) was established to support 36 children with disabilities in Manzese and Mbagala. 2,161 textbooks for deaf units and for children at Manzese day care centre were distributed. Assistive aids; wheelchairs, standing devices, special desks, and seats were also provided. These activities cost Tshs 55,208,070

2.4. CROSSCUTTING ISSUES

2.4.1. Promoting gender equality and girls education

Oxfam GB supported training of 90 schoolgirls, 300 female teachers were also trained on leadership skills. A total of Tshs 16, 159,500 was spent for the training. The formation of 40 school HIV and gender clubs cost Tshs 25, 200,000 to address issues surrounding gender and HIV and AIDS. A total of Tshs 41,359,500/was spent on promoting gender sensitive education service delivery.

2.4.2. Gender-Students Bursary Secondary Education

With support from Children in Crisis Italy (CiC), FAWETZ supported 72 needy girl students who have been enrolled in government secondary schools to pay their tuition fees, school uniforms, pocket money, and other school requirements. Mostly, the students are from Mbeya, Singida, Mara, Iringa, Morogoro, Pwani, and Dar es Salaam. A total of Tshs. 10,000,000.00 was committed to address this activity.

2.4.3. Mobile School Innovations by Adilisha

The main objective of mobile school is to instill self-esteem, motivation to street children to realize their potentials and the importance of education in their lives.

Specific objectives were to:

- i Give the street children a chance to realize their potentials through games.
- ii Motivate street children to love school and education in their lives.
- iii Give the street children opportunity to get life skills (social and communication skills, health education, children rights, drug and AIDS prevention).

Railway children and every child from (UK). International Child support, recently joined hands to provide Tshs 115,729,450/= to support child protection activities in Ukerewe. This is intended to improve equitable access to quality pre- primary education through mobile School devices and social life skills through story telling. A total of 746 children, boys (584), and girls (162) benefited with the programme.

2.4.4. Storytelling and Skilful Parenting

Adilisha support to Social Life Skills through 'Storytelling' is a program for children in school and out of school from six up to 12 years. Through telling stories, playing games and singing songs, guiding them on themes of ; Who am I, My family, My friendship, My health, My body, and HIV/AIDS children are directed to learn their rights, responsibilities, and improve their talents using different approaches to increase their confidence in thinking critically and have more ability to express themselves.



Children from Nyamagana participating in an open public dialogue



Children from Illemela reflecting on their potential assisted by a mentor

It is clearly understood that children start to discover their talents in different games, songs, storytelling, and sports. Skilled mentors in communities have been instrumental in assisting children to reflect on who they are and on their responsibilities in their communities. Sessions like these help children to grow up with integrity and good citizenship.

2.5. SCHOOL GOVERNANCE

2.5.1. Training to School Committees

SENMES in Shinyanga conducted training for 25 members of school committees, (15 in Shinyanga Municipal Council and 10 in Shinyanga district Council). With support from Foundation for Civil Society, the network spent Tshs 4,900,000 on leadership, resource management, and roles of school committees. The members were motivated and now they respond actively to School committee meetings. Furthermore, members have begun questioning and following up on the quality of buildings and value for money spent.

2.5.2. Student Councils (Baraza)

Through the “*Chukua Hatua programme*”, awareness raising initiative on roles and responsibilities of students in their school councils, Oxfam has strengthened capacities of students to demand adequate education services from local government. Through school barazas, students have an opportunity to:

- i. Discuss and debate their rights and entitlements agreed with their schools teachers and school committee members.
- ii. Encourage a competitive and transparent governance process through democratic student council election process.

Discussions are ongoing with the District Education officers and teachers on the implementation of the project in 50 pilot schools of Shinyanga rural and Municipality. So far, 16 schools have been trained and are implementing the student councils (Baraza).

2.5.3. Improvement of Gender based LGAs education services management

Oxfam GB conducted capacity building for the leaders on GB monitoring and management of education services at Shinyanga LGAs. In all, 110 head teachers, 29 ward education Supervisors, 300 school committee members, and 40 school inspectors were trained. Furthermore, community sensitization meetings to promote girls’ education were conducted with 1,000 village leaders from 50 rural communities in Shinyanga district. To enhance this activity Oxfam spent Tshs 122,488,500.

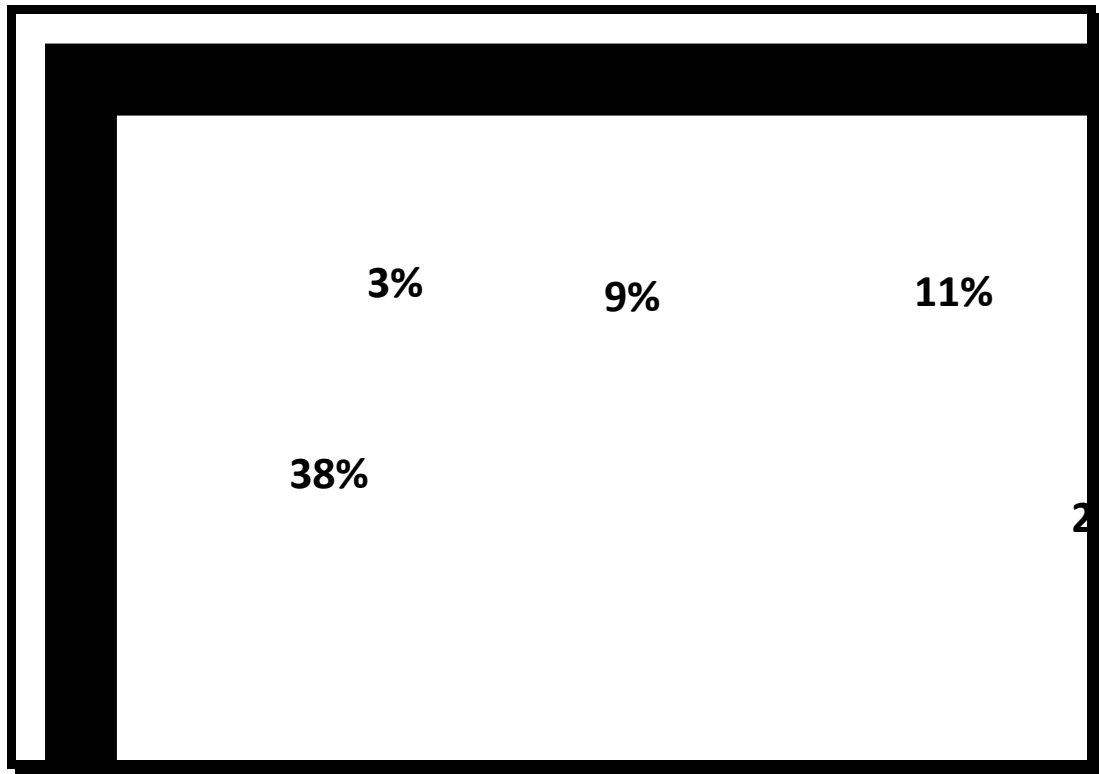
3.0. FINANCIAL ASPECT OF TEN/MET TO QUALITY EDUCATION SERVICE DELIVERY IN TANZANIA

The information shows clearly that TEN/MET members' contribution towards improved quality education has been improving with time. Following below is a summary of financial aspects of TEN/MET's contribution to improve quality education service delivery in Tanzania.

Table 1: Distribution of TEN/MET members' financial contributions to education service delivery

Category	Activities	Funds in TShs(000)
Advocacy initiatives; Conferences, Debates & Policy analysis	Community Of Practice (COP)	14,700
	Quality Education Conference (QEC)	21,000
	National debates	51,291
	Zonal Debates	35,700
	Policy Briefs and advocacy	35,800
	Sub Total	158,491
Capacity Building initiatives	Training (promoting girls education, HIV /AIDs, and life skills,)	11,000
	Improved teachers professionalism	176,088
	Sub Total	187,088
Action Research and innovation	Information on enrolment, retention, and completion of children with disabilities in P/Schools),Improving learning and teaching, PETS	262,700
	Mobile schools for street children	115,729
	Sub Total	378,429
Improved Teaching and Learning Environment	renovation of the school structures	205,088
	Building new structures(class rooms, libraries, TRCs, Toilets etc	185,800
	WASH programme in Primary schools	58,748
	Provision of learning Materials(Books and other relevant learning materials)	26,256
	Sign languages initiatives	55,208
	Sub Total	531,305
Cross cutting issues School Governance	Gender based youths clubs	41,360
	Empowerment of School Committees	4,900
	Establish and strengthen School councils (Baraza)	22,000
	Participatory M&E process	100,000
	Sub Total	126,900
Total CSOs' financial Contribution		1,423,573

Figure 2: TEN/MET Members' Financial Contributions



TEN/MET members' financial contribution analysis indicates that for the last fiscal year, 38 percent of CSO contributions were committed to improved teaching and learning environment, followed by action research and innovation. Though crosscutting issues had received a smaller financial contribution, it has been complimented in all activities because issues like gender equity and HIV/AIDs were accommodated across all member programmes.

4.0. CONCLUSION

4.1. TENMET ACHIEVEMENTS

At the Central Government level, TEN/MET has contributed, to a varying extent, to improving existing education policies and programs including the overall review of the 1995 Education and Training Policy through its participation in Ministry of Education and Vocational Training (MoEVT)'s 14 various technical working groups, committees and taskforces.

Specifically, TEN/MET has been highly influential in the advocacy for and formulation of the following new policies: (a) Re-entry of pregnant girls in schools for which MoEVT has now prepared a draft policy; (b) Development of a proposal for the creation of Teachers' Professional Board – Bill to be prepared for Parliament; and (c) Policy of Inclusive Education for which the Ministry has prepared a Draft National Inclusive Strategy.

Other specifically identified contributions of TEN/MET include its coordinating role to facilitate CSO members to provide inputs to diverse interventions including (a) the design of the Public Expenditure Tracking Survey; (b) the inclusion of cross-cutting issues in the Primary Education Development Program and to the Education Sector Development Program, (c) to the review of Cluster 2 dealing with education issues in MKUKUTA II. (d) SCOs strategies for providing physical education services like supporting communities' efforts to improve education infrastructures and learning materials

At the Public Level, TEN/MET's policy advocacy work has focused on coordinated organization of public debates (national and zonal), and conferences; and (b) public awareness raising of critical educational issues around commemorative events, e.g., Global Week of Action.

An increasing engagement of MoEVT officials in different education events, presenting papers in conferences and debates organized by TEN/MET, is a highly significant indication that the government trusts TEN/MET's operations as one of its key development partners for improving the quality of education in Tanzania.

TEN/MET has been very active in communicating with its members and sends them various policy and research Documents on Education. The Network has been striving to improve the presentation in the Ministry task forces. In this regards fifteen member organizations based in Dar es Salaam are designated to participate in the various technical working groups, task forces, and committees of MoEVT, on behalf of TEN/MET.

There has been increased visibility of TEN/MET at the district level through the enrolment of 79 new members, the formation of three District Networks in Mbulu, Songea, and Kinondoni ,and one Zonal Network in the Lake Region and Dar es Salaam, as well as TEN/MET's website. Information sharing and awareness on education policies and other critical education issues among members have improved through the organization of information sharing meetings in the regions, the organization of National and Zonal debates, and participation in Breakfast Debates organized by HakiElimu in collaboration with Policy Forum.

Of the 147 TEN/MET members, the majority are based in the Northern Zone, specifically in Arusha and Kilimanjaro regions. However, the most active are based in Dar es Salaam and most of them are

highly committed and demonstrate ownership of TEN/MET. These key member organizations clearly value the strength of TEN/MET as a collective platform for policy advocacy work and clearly recognize that they would have limited advocacy leverage that they could exercise if they operated as individual organizations. TEN/MET's secretariat approach is appropriate, i.e., it now functions appropriately as an initiator, coordinator, and facilitator of policy analysis and advocacy work through the involvement of its members.

TEN/MET's relationship with MoEVT continues to improve. MoEVT is highly receptive to and appreciates TEN/MET's contributions to policy issues. MoEVT appreciates new issues brought to its attention by TEN/MET, especially the concerns and issues identified by the communities at the grass roots level. In fact, MoEVT is now enthusiastic about TEN/MET's interventions. MoEVT considers TEN/MET its "partner" in dealing with education issues, which represents a significant shift in the relationship from one of cooperation and collaboration to that of partnership.

On a broader level, TEN/MET's networking activities and its role of mobilizing and representing a collective voice of education CSOs has been valued in the context of the macro development paradigm of strengthening civil society, democratic development, and good governance in Tanzania.

4.2. CHALLENGES

- i. Low understanding of the current competence based curriculum by key education actors (inspectors, teachers, ward education coordinators etc) limits them from achieving innovations for enhancing quality education development. For example, very recently it has been observed that primary school pupils have been using the old curriculum while exams have been developed using the competence-based curriculum.
- ii. Under utilization of teacher resource centres (TRCs). Most of the existing TRCs are not effectively utilized due to inadequate resources and weak management.
- iii. Low capacity of CSOs in lobbying and advocacy practices at local levels.
- iv. Absence of Education Regulatory Authority. The Regulatory Authority as an advisory body with mandates to ensure that education financing directives and guidelines are managed according to the constitution and other guiding development policies (MDGs, EFA and MKUKUTA) is missing in the education sector structures. This gap constrains the operationalization of binding cords like excessive central government control that could have been reduced by the Education Regulatory Authority.

5.0. LESSONS LEARNT

- Enrolment of children with disabilities in all levels is still very low
- Inclusive education has big potential to increase accessibility to education of children with disabilities
- Environmental, institutional, and attitudinal barriers are the big challenge for effective implementation of Inclusive Education programmes
- Participatory process for implementing CSOs' activities has been efficient and cost effective.

6.0. RECOMMENDATIONS.

- I. New school construction needs to take into account the needs of children with disabilities, and old ones needs to be renovated to accommodate children with disabilities.
- II. Government should provide teaching and learning materials as well as assistive devices to children with disabilities.
- III. Inclusive education should be included in Teacher Training Curriculum.
- IV. The MoEVT should start implementing Inclusive Education Strategy so as to ensure that school age children access to education without any limitations
- V. Currently, the focus of improved education should be on quality education service provision as the quantity perspective of education has been adequately addressed by the Government and other development partners.

7.0. FUTURE PROSPECTS OF TEN/MET

To strengthen CSOs members' participation in the network, TEN/MET's strategic focus and direction will focus on scaling up its catalytic, facilitative, and coordinating role to contribute towards bringing about effective policy and practice changes for quality and inclusive education in Tanzania. To that end, the network will concentrate its activities around the following areas:

i. Improving Teaching and Learning Environments

TEN/MET will advocate for improved teaching and learning environment at pre-primary and primary and secondary education through improved provision of adequate facilities and a conducive learning environment. The network will continue advocating for inclusive education, including the development of inclusive education policy guidelines, establishment of inclusive education resource centres, and other tools for children with special needs as well as training of teachers in inclusive education.

ii. *Strengthening Governance and Accountability in Education*

Corruption within the education sector takes many forms and negatively impacts on the access to quality of education. Therefore, it is important to engage parents, the community, and teachers in school management and decision making in order to increase transparency and accountability at many levels in the education sector. Issues of governance within the education sector can have a profound impact on access to quality of education. In this regards TEN/MET will continue coordinating its CSO members to take part in monitoring the use and management of public funds to determine whether spending is taking place as allocated, with a view to improving the quality of education.

iii. *Facilitate the Implementation of Education and Training Policy*

TEN/MET will actively participate in policy popularization among members and monitor and document progress toward its implementation. Experience has shown that the majority of education CSOs do not have copies and lack a thorough understanding of this policy. This makes it difficult to effectively undertake policy analysis and monitor policy implementation. TEN/MET will endeavour to demystify the education and training policy and translate it into plain language and make it accessible to members. Members will be enabled to undertake

policy analysis and advocacy to make a difference in access, equity, and quality of education in Tanzania.

iv. Research, Publication and Documentation

Effective advocacy requires among other things, availability of quality and user-friendly data and information. Knowledge management also requires good organization and user-friendly storage of information. As such, TEN/MET will, over the next five-year period, develop and manage a one-stop centre for Research, Publication, and Documentation. TEN/MET's Secretariat will collaborate and coordinate with member organizations to agree on a research agenda and commission action research to inform advocacy and enhance learning among them. The organization will selectively and strategically publish pre-determined educational materials and selected fact sheets and reports as tools for lobbying and advocacy.

v. Network Capacity Development and Sustainability

TEN/MET realizes that building a strong constituency is basic to resilient activism and effective advocacy. To that end, the network will make deliberate efforts to facilitate capacity strengthening of its members for active participation in policy dialogue. The Secretariat will make deliberate effort to continue facilitating the establishment and strengthening of district networks as a ladder for collective voices on advocacy and lobbying interventions. To this end TEN/MET's strategic focus and direction will be translated through the following strategic aims:

Overall Goal: Contribution of education to improved quality of life and social well being enhanced.

Strategic aim 1: A gender based teaching and learning environment for improved livelihood promoted

Outputs

- 1.1 Professional teaching and learning skills enhanced
- 1.2 Access to teaching and learning materials increased
- 1.3 Access to quality education among children with special needs
- 1.4 Members capacity to advocate and monitor school feeding programme strengthened and sustained
- 1.5 Action research on teaching and learning environment promoted

Strategic aim 2: Governance and accountability in education improved

Outputs

- 2.1 Transparency and accountability in education improved
- 2.2 TENMETs' members' capacity to support community participation in education governance enhanced

Strategic aim 3: Popularization and monitoring of ETP implementation improved

Outputs

- 3.1 ETP demystified and widely disseminated
- 3.2 Members capacity to support public policy engagement enhanced

Strategic aim 4: Publication and documentation to inform advocacy improved.

Outputs

- 4.1 Quality advocacy material developed and published
- 4.2 Resource Centres to support advocacy established and strengthened
- 4.3 Good practices and innovation documented and shared

Strategic aim 5: Network capacity and sustainability strengthened

Outputs

- 5.1. District networks established and strengthened
- 5.2. Advocacy capacity for TENMET members enhanced
- 5.3. TENMET governance and management strengthened
- 5.4. TENMET resource mobilization and management capacity improved
- 5.5. Monitoring and Evaluation system established and strengthened

The services of TEN/MET are meant to benefit more than 147 members who comprise civil society organizations working on education across Tanzania. The ultimate beneficiaries of TEN/MET will entail children, youth, and adults. Different types of stakeholders will benefit from the services of TEN/MET.

Other beneficiaries of TENMET services will include relevant Ministries, Department and Agencies (MDA) as well as policy makers at various levels. Specifically, such stakeholders will entail Ministry of Education and Vocational Training (MoEVT), Ministry of Community Development, Gender and children (MCDGC), Prime Minister's Office – Regional Administration and Local Government (PMO-RALG) and Local Government Authorities (LGAs). Others will include Education Colleges of Education, Teacher Training Colleges, Tanzania Institute of Education (TIE), CSO Networks, and development partners at large.

8.0. PAPER DEVELOPMENT TEAM

No.	Name	Organization	Designation
1.	Helima Mengele	TENMET	Chairperson
2.	Mary Soko	Oxfam GB	Member
3.	Anthony Mwakibinga	TEN/MET	„
4.	Frederick Msigallah	CCBRT	„
5.	Suitbert Musiba	ADILISHA	„
6.	Sophia Komba	FAWETZ	„
7.	Nalongwa Shan	TRC Coalition	„
8.	Tilulindwa Sulusi	SEN/MES	„
9.	Alfred Pigangoma	CYF	„
10.	Festus Mpita	AEA	„
11.	Gasper Lubuva	TTU	„
12.	Zippora Shekilango	TWG	„
13.	Tersia Moyo	CAMFED	„