



**TANZANIA EDUCATION NETWORK/MTANDAO WA ELIMU TANZANIA
(TEN/MET)**



**Joint Education Sector Review 2017:
CSO Contributions the Delivery of Education 2016/2017**



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Acronyms

CAMFED	Campaign for Female Education
CBOs	Community Based Organizations
CBP	Children’s Book Project
COSUPED Disabilities	Comprehensive Support to Persons with
CSOs	Civil Society Organizations
ECCD	Early Childhood Care and Development
FDC	Folk Development College
GAWE	Global Action Week on Education
INGO	International NGO
MOSAPORG	Morogoro Saving the Poor Organization
NGOs	Non-Governmental Organizations
OCODE	Organization for Community Development
TEN/MET Tanzania	Tanzania Education Network/MtandaowaElimu
TV	Television
UNESCO Cultural Organization	United Nations Educational, Scientific and
VETA	Vocational Educational and Training Authority
WASH	Water, Sanitation, and Hygiene
WVT	World Vision Tanzania

Joint Education Sector Review 2017: CSO contributions to the Delivery of Education 2016/2017

1 Introduction

Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) is a national network of over 181, Community Based Organizations (CBOs), Faith-Based Organizations (FBOs), national Non-Governmental Organizations (NGOs) and international NGOs (INGOs) working in the education sector in Tanzania Mainland. Its core aim is to work and link with other actors in education such as Civil Society Organizations (CSOs) to support local groups, such as Community Based Organizations (CBOs), Faith Based Organizations (FBOs), and NGOs, to carry out their advocacy work with an informed collective voice so as to influence policies for quality inclusive education for all in Tanzania.

TEN/MET has its membership all over Mainland Tanzania operating at community, district, regional, national and International level. The core objective of the network is to work and link with other actors in education so as to influence policies and practices on basic education for all in Tanzania in a collective and informed manner. Each member acts as a catalyst in his/her constituency in promoting quality and equitable basic education in Tanzania.

All TEN/MET activities aimed realising our vision of 'equitable access to quality education in Tanzania' through a mission of 'Coordinating and strengthening vibrant Civil Society Organisations (CSOs) in Tanzania through networking, capacity building, research and advocacy'. For the past three years, five strategic objectives were set as follows:

- a. Improved capacity of member CSOs to promote education equity and quality
- b. Advocacy for equitable access to quality education at national, district and community level conducted
- c. Research on education issues conducted and utilized to inform advocacy for policy and practices

- d. Networking with national and international education actors strengthened
- e. TEN/MET Secretariat capacity to accomplish its mandate enhanced.

In terms of governance, TEN/MET has a General Assembly which meets annually to approve reports and plans. Under the General Assembly is the Board of Directors which meets quarterly providing overall organizational oversight, and making policies for the network. The network is managed by a Secretariat which is headed by the Coordinator. The Secretariat prepares and executes plans and prepares report for members, Development Partners, and other stakeholders.

It is a general consensus that the education sector is the backbone to any country's development. It is on that basis that Tanzania has been striving to increase access education including initiative to offer fee free basic education. In the current neoliberal development model, CSOs play a vital role in provision social services and promotion of accountability of governments. TEN/MET exist to promote access to education and promotion of governance in the education sector. Every year, a Joint Education Sector Review (JESR) involving the Government, Development Partners and CSOs is conducted on the performance of the sector in education from basic to tertiary level. During the review, CSOs provide the alternative assessment of government performance and share their contribution to education for that fiscal year. TEN/MET combines engagement for both the Secretariat and members in the given fiscal year.

2 TEN/MET Contributions July 2016-June 2017

This report presents a summary of key achievements as submitted by few members. There are more accomplishments by Civil Society Organisations (CSOs) during the fiscal year. The few achievements have been shared here as represent typical example of good CSO contributions for 2016/17.

2.1 The Secretariat

Besides coordinating, strengthening capacity of members and facilitating networking, the Secretariat also contributed to education sector through direct engagement at different levels in different areas as summarised below.

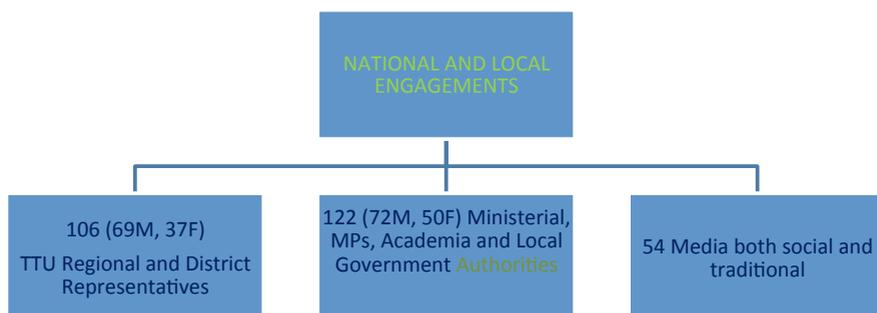
2.1.1 Advocacy to Improve Learning Environment

TEN/MET advocated for equitable access to quality education through commemoration of Global Action Week on Education (GAWE) with the aim of raising public awareness on the importance of collective accountability for quality inclusive education. We advocated for government of Mtwara Region to fulfill its promise to provide quality basic inclusive education in Tanzania and to promote community ownership and responsibilities in facilitating provision of quality inclusive education in their localities. As a result of campaign that reached 10,000 people in Nanyumbu District, local government and communities renewed their support for education in the district. Parents, community, teachers, religious leaders, Civil Society Organisations, pupils, as well as government officials from national, regional and district level came together and promised to play their roles. The District Commissioner expressed his support by personally participating in brick making for construction of classrooms for Sengenya Primary school thus influencing other stakeholders. In addition to level mobilisation, TEN/MET reached approximate 20,000,000 audiences through media Television (TV, radio and newspapers) and social media.

To support government efforts, TEN/MET contributed 18 bags for construction of Michiga B Primary school. In short, to date the following have been achieved:



- District government has made commitment channel 50% of the district budget to improve education in the district.
- They also committed to create an education board which will deal with improvement of education in the Nanyumbu
- Improved collaboration between CSOs and the Mtwara and Nayumbu district in marking 2017 GAWE.
- Positive community attitude by Nanyumbu towards education improvement of quality of education.
- Improving learning environment in the district, for example, 4 classrooms have been constructed at Michiga B after the campaign
- The Guest of Honour, MOEST on behalf of the Minister contributed 16 Tshs instead towards improvement of learning environment for Nahawara Primary School.
- Community motivation level to participate in the development of education in the district has increased as manifested through increased community contributions to education.



- Through effective media campaign, different stakeholders were touched by Nanyumbu story as shared through media. For example, Chief of Defense Force (CDF) decided to be the Patron of the school from this year. He also sent couple of soldiers to support block making and construction of Michiga B primary school which had two classrooms only with approximately 800 students.
- As result of increased awareness, Michiga B now receives visitors on regular basis.

TEN/MET collaboration With Action Aid Tanzania has engaged with different actors including media at different level, Tanzania Teachers Union at local and national levels, Parliamentarian, academia and CSOs in advocating for quality inclusive education.

Strong media engagement has resulted into gaining more support by different media houses and social media actors in advocating for quality education in Tanzania.

2.1.2 Research

TEN/MET conducts studies to create knowledge and influence policy and practice. TEN/MET ensured that Education policy and practices are informed through empirical research by conducting four studies. TEN/MET conducted action research on Gender Based Violence (GBV) in Eastern and Lake Zones, Trends of education financing of education for the past ten years, and Budget Analysis, how best tax education can be incorporated in basic education curriculum and Public Expenditure Tracking Survey in Mbulu rural district.

As a result of PETS in Mbulu, the District Commissioner appreciated feedback from the report on the current system of funds to be delivered direct to school from the Central Government based on the number of students per each primary or secondary is working and has reduced funds delay and possibility of leakage. He also agreed with the research report recommendation that, school committees need regular training for them to perform their roles effective. Therefore he urges the respective department within the district to ensure regular training for School committees is provided.

Other studies have been used to generate knowledge on education and advocacy tools by members and other education actors. For instance, the study on education financing trend has raised education actors' awareness on how government has been investing in education regardless of the inflation factor

3 TEN/MET Members

TEN/MET members actively worked at national, regional, District and community level in various ways. Overall, TEN/MET contributions contributed towards access, equity and quality of education through engagement in 13 different areas.

3.1 Improving the Quality of Education

Majority of TEN/MET contributed towards improvement quality of education perhaps because of fee free education that has significantly addressed the question of access. This section provides clear evidence that TEN/MET contributed more towards attaining the Quality of Education in Tanzania in 2016/17.

To start with, **The Foundation for Tomorrow (FFT)** conducted in-service Teachers Training and capacity building for 175 teachers, 8 Teacher Resource Centre Coordinators, 10 Ward Education Officers and 3 Social Welfare Officers from Meru and Arusha. They improved understanding among frontline education professionals (teachers, Social workers, and other education actors). This was done in the spirit of continuous professional development aimed at improving efficiency and effectiveness education delivery in the region.

Children's Book Project for Tanzania (CBP) contributed towards quality education through furnishing classrooms with reading materials. As a result of the intervention, 80% of 1,583 primary schools in Mbeya, Songwe and Njombe Regions were transformed to reading schools. Classrooms in the schools were made attractive through provision of shelves for books which act as reading corners and classroom libraries. Like TFF above, they also trained 3,166 teachers from 1,583 primary schools on how to make reading materials and teaching aids and library establishment. Schools have now teachers with knowledge and skills on libraries establishment and book management, and 100% of the 1,583 schools have received books and established classroom libraries.

We World Tanzania trained 130 teachers on preparation of scheme of work, lesson plan, and lesson notes, curriculum and syllabus. A total of 50 teachers were trained on Play- based learning methodologies. In a nutshell, 24 Pre-Primary and standard 11 teachers also got training on positive child and youth development and early childhood education in Temeke and Kinondoni Municipal schools. **WeWorld Tanzania** also constructed one Kitchen and Canteen, 1 washroom, 1 Tower

for water storage at Bwawani primary school. Training of 150 pre-primary teachers on preparation of lesson plans, in Morogoro District, Kibondo and Kakonko District in Kigoma Region was also facilitated by **Morogoro Saving the Poor Organization (MOSAPORG)**. Training was also conducted by Room to Read. Room to Read conducted Grade II instruction training to 36 teachers, 14 Ward Education Coordinator, 2 District Academic Officers and 2 District Quality Assurance officers on Phonic approach. They also developed 4 grades 1 decodable titles and grade 1 & 2 books on scope sequence. Conducted 3 Instruction trainings to 178 grades 1 teacher's, 27 ward Education Officers, 8 District Academic Officers, 6 District Quality assurance officers, 2 District Education Officer, 1 District Executive Director from Chalinze, Bagamoyo, Kibaha Town Council and Kibaha District Council.

FEMINA too conducted active learning trainings on life skills, gender and gender violence to 154 teachers, 15 volunteers on effective use of Fema magazine in clubs, trainees managed to conduct 200 schools' visits. Coupled with that they also conducted training on the importance of volunteerism, work readiness, RSH, Economic Empowerment, Citizen Engagement, code of conduct, soft skills, club management and report writing to 105 SS Femina Hip staff 10,000 students and Local Government Authority (REOs and DSEOs). Similar training was also conducted by **Organization for Community Development (OCODE)** who trained 10 teachers and 12 Community based facilitators and 10 professional volunteers on 3Rs. Other beneficiaries included 12 Community-Based Facilitators and 2 Social welfare officers on psychosocial care and Support, also trained. They also 24 teachers, 4 ward education coordinators and 2 Education Officers on Early Childhood Care and Development (ECCD). **World Vision** Tanzania trained 36 Early Childhood Development Education teachers on materials creation and teaching methodologies by using government curriculum, 107 teachers on literacy boost skills and out of the 107 teachers who have been attending a one-day monthly training workshop, 26 teachers have accomplished the required 9 sessions, others will continue in financial year 2018 and also, they distributed 139,304 story books to the established reading camps.



The Right to Play provided continuum training on child centered play based methodology including mentoring to 264(250 Females and 14 Males) new teachers and also provide technical assistance by the quality assurance team to 24,938 teachers.

Another training was on budget analysis for secretaries of lawmakers. More specifically, **Haki Elimu** trained 21 Secretaries of Parliamentary Committees and Parliamentary Budget Officers on the nitty-gritties of budget analysis and also used this opportunity to share CSOs' budget position on 2017/2018 budget and also trained 99 Friends of Education from the 22 program districts on the art of identifying and writing community based information, hence facilitate capacity building for five CBOs on Social Accountability Monitoring (SAM) three of whom subsequently adopted social accountability tools to train 72 community members in their areas.

Finally, **Maarifa ni Ufunguo** trained 40 pre-primary teachers from 30 schools (Cohort 1 for part 2 training) and 2 from pilot schools. The training was also conducted for 2 District Academic Officers one from Moshi District and another Moshi Municipal, 32 Ward Education Officer (14Me& 18 Fe) from 32 Wards of Moshi District Council and Moshi Municipal (9). Lastly, two (2) District Academic Officer one from each district of Moshi Municipal and Moshi District council, Two (2) Quality Assurance Officer one from each of the two districts. Two (2) Principals of Teacher Colleges from Mandaka (1 Female) and Singachini (1Male) were trained on how to support provision of quality education.

Other members who contributed towards improvement of quality of education were **Campaign for Female Education (CAMFED)** and **Morogoro Savings the Poor (MOSAPORG)**. **Campaign for Female Education (CAMFED)** trained 175 New Teacher Mentors, 711 Parents Support Groups members on business, finances, Child Protection and Sexual Reproductive Health, 53 Parents Support Groups members to be agricultural champions, 454 Learner Guides in My Better World Curriculum, 57 trained in English Literacy programme, 302 Young Women to be Transition Guides to deliver transition programme to young graduates, 40 Ward Executive Coordinators (WECs) and 40 New Teacher Mentors (TMs) from 40 Primary Schools to administer Safety Net Funds, 160 Teacher Mentors and Learner Guides on the use of mobile phone technology for data collection and also Provides accommodation, stationeries, mattress, bed sheets, blankets and mosquito nets to 41,800 vulnerable girls in 18 Camfed partner districts. Training of similar kind was also delivered to 40 Districts Education Officers from Morogoro District, Gairo District, Wagingombe District and Kilwa District in Lindi Region, on their roles in supporting Education Programs in their Districts by **Morogoro Savings the Poor (MOSAPORG)**.

3.2 Improving Learning Environment

Although there is general consensus that teachers play greater role in provision of quality education, their effectiveness in doing that largely depends on conducive learning environment. CSOs convinced by this fact, conducted number of interventions aimed at improving learning environment through infrastructural improvement and provision of furniture as well as reading materials.

Regarding learning environment, **WeWorld Tanzania** complemented government efforts in meeting shortage of furniture in schools. For example, they provided 455 desks, 201 tables, 453 chairs, 63 cupboards and 51 shelves to schools in Temeke, Kinondoni and Ludewa Districts. In total 17, 842 pupils, 425 teachers and 88 members of School Committee benefited from this intervention.

World Vision Tanzania (WVT) constructed 20 Classrooms targeting 9,000 children in 7 Primary schools to improve primary schools teaching-learning environment, 2 teachers' houses and provided classroom facility (350 desks, 20 teachers' desks and tables). This improved primary Schools teaching and learning environment to 1050 primary School Children. **WVT** also constructed a kitchen and a canteen, one washroom, a tower for water storage, teacher offices at Buza and Bwawani primary Schools, 2 classrooms at Kibondemaji Primary School, 1 kitchen with a canteen and electric system at Kawe a Primary School. Additionally, they reconstructed one classroom, one water tower, 10 hand washing taps and 1 external fence wall at Tumaini Primary School, 12 pits 'pour flash 'latrine block for boys at Mtoni Kijichi Primary School. **World Vision Tanzania** also constructed 1 school library, shelves, tables and chairs, provides 12 cupboards for storing books and other learning materials, established 30 reading camps/clubs in the community.

Organization for Community Development (OCODE) like **WVT** also filled in the gap in desks. **OCODE** was able to provided 80 desks to Nzasa Primary School, Learning facilities (Manilla sheets, makers, colored and White chalks, Flipcharts, scissors, education boards and counting slates) for preschool at Msongola, Tungini, Viwege and Nzasa Primary Schools. They provided 4 tents to Buza, Bwawani, Kibonde Maji and Mtoni Kijichi Primary Schools. They also renovated 1 pre-schools classroom at Tungini and 3 classrooms at Nzasa Primary School.

Room to Read constructed 52 new libraries and 36 classrooms, renovated 20 libraries and 14 classrooms. They also distributed 14689 books to 42 libraries and 17229 GINK books to 62 libraries. The beneficiaries are 72 primary schools and 2 secondary schools.

Kamma Integrated Development Initiatives renovated one room for library, the beneficiaries are 1, 800 students, pupils and teachers (1,500 secondary students, 200 primary school pupils and 100 teachers) from secondary. Renovated libraries facilities (Four steel book shelves, 20

Iron chairs a 20 tables). Kamamma too distributed 260 textbooks (170 for Secondary and 90 for primary school).

Along with construction of school infrastructure TEN/MET also provided other basic school amenities. They include textbooks and learning materials. For example, **Feed the Children**

supplied textbooks for 15 primary Schools targeting 3720 pupils at Kisarawe and reduced pupil ratio from 1:4 to 1:2 which led to improved teaching -learning environment. **Sense International** supplied teaching and learning materials to 31 children with deaf blindness to enhance each child's individualized education plan. They also trained teachers on how to produce from locally available additional materials that they identify to be helpful for the child.

Right to Play provided technical support 158 teachers (129 females), 20 (Government Officials, quality assurance, municipal academic officers and ward education officers). Network members mentored 60 untrained teachers and established school gardening by planting new trees and flowers in 12 Schools. They also developed 3 teachers' networks at Kinondoni, Temeke and Ilala Municipal Councils.

Lastly, **HAKI ELIMU** provided shoes, exercises books, and pens that were distributed to 61 students who were identified being from poor families, 250 Caps for pupils with Albinism, 34 Uniforms for both girls and boys, 70 mosquito nets, 18 sweaters, 300 learning materials (different types), 30 sanitary pads, 250 pcs underwear, 90 sunglasses) to Buhangija Primary School – Shinyanga (700 learning materials, 62 uniforms, 14 socks, 16 pair of shoes, 160 caps) to Mikindo Primary School – Misungwi and (20 bags cement, 4 trips of sand, 30 pcs iron bars) to Chamgasa Primary School.

3.3 Human/Child Rights Issues

Civil Society Organisations (CSOs) promote human rights in general and rights of children and women in particular.

Right to Play created and reinforced school-based strategies to include policies on gender-sensitive learning environments and child protection in 12 schools to develop action plans and implement them. They also reached 12 partner schools, trained 12-School committee on issues of child protection, gender and their roles as members to support academic performance of the Schools. **The Foundation for Tomorrow** on their part evaluated the Happy- Sad boxes pilot implementation strategy for 14 schools (10 primary and 4 secondary schools) to measure the effectiveness of the child protection and child right.

3.4 Lobbying and Advocacy

Lobbying and advocacy are one of the domains of CSOs aimed at influencing policy and practice in a particular society. To achieve better this goal, CSOs employ different strategies according to their unique policies.

HAKI ELIMU for example uses media to influence stakeholders. They produce and broadcast creative media spots, the radio spot is being broadcast on 13 radio stations, the TV spot of the same message is also broadcast on ITV and Clouds TV, also been given 2,326 minutes of free air time from Azam TV, Clouds TV and 13 community radios to inform and mobilize communities to take actions to address education challenges in their own localities.

Some CSOs like Right to Play use play-based methodologies to achieve their goals. They conducted leadership, advocacy, and gender equality training on Sexual and Reproductive Health, HTP, Gender Based Violence to children and youth, with an emphasis on girls and sensitize awareness to 374 parents, 76 club's leaders, in 12 partner schools on the child protections and gender issues. Right to Play increased knowledge among children on issues of gender and child protection through children's clubs, regular activities and monthly sensitization among peers. 2 implementing partners have been trained in M&E issues, financial managements and proposal writings.

Some members focused on community awareness like Comprehensive Support to Persons **with Disabilities (COSUPED)**. COSUPED created awareness to parents/guardians on the rights of children with disabilities to access education in inclusive setting and for them to enroll their children in regular nearby schools. Though this awareness 16 children with disabilities (7 with intellectual impairment, 6 with physical impairment and 3 with low vision) were enrolled in primary schools.

Others like **Femina Hip** did awareness raising through information sharing and social media. Femina Hip produced 3 issues of Fema Magazine; disseminate 3 Issues of Fema Magazine, involved youth in production of Fema Magazine, two local radio stations in Iringa and Mbeya mobilised 3,000 new likes on Facebook (2016). They disseminated 420,000 copies of Fema Magazines, achieved to reach 1.6 million readers, achieved to involve 176 youth on the production of Fema Magazine, 2,000 secondary schools, 54 Folk Development colleges and 19 Vocational Educational and Training Authority VETA reached with the magazine. Their Primary Target included Youth - Girls and boys. Students in secondary schools, Folk Development Colleges and some of VETA Secondary Target, Teachers in secondary schools, Folk Development College (FDC), (VETA), NGOs, CSOs and general public.

World Vision Tanzania also conducted monthly parents' awareness workshops to community, parents and caregivers engaged in promoting learning outcomes. 300 parents are actively attended the workshops on how they can help their children to learn to read. Meetings and workshops to engage parents were also conducted by Room to Read to support to girls' education, which increased moral and financial support to their daughters, 30 parents have contributed material support for their daughters in 2017.

3.5 Cross Cutting Issues (Inclusion)

Right to Play trained 16,000 teachers of pre-primary schools trained on PBL guides by the Government and the use of networks to advocate for child marriage under the Tanzania ending child Marriage Network (TECMN) also provides technical assistance to community leaders (traditional leaders-chiefs, elders, queen mothers and head of clan, religious leaders- pastors and chief imams) to advocate for and support the actualization of girls' rights, wellbeing and protection. Establishments of six community groups which managed to reduce drop out of children at schools including Mpakani, Kigogo, Mkwawa and Mwongozo.

The Foundation for Tomorrow (TFFT) awarded best teachers from Meru and Arusha to learning experience, 200 teachers from Meru and Arusha districts were nominated and 10 were selected and awarded the Teachers of Distinction award and 10 primary and secondary school teachers were recognized for their outstanding performance

Femina Hip trained 154 teachers, 15 volunteers on active learning and achieved to conduct 200 school visits, 105 SS Femina Hip staff, reached 10,000 students, Hundreds of new clubs registered, with 1,246 in total by the end of the year 2016, 46,210 SMS received; 41,766 SMS sent out. Teachers and students in Secondary schools also benefited from their intervention. They also facilitated Trainers and Trainees and from Folk Development Colleagues and VETA as well as Local Government Authority (REOs and DSEOs).

Room to Read conducted Life Skills sessions to 2070 girls in 6 secondary schools in Bagamoyo and 368 girls in 4 primary schools in Kibaha town and paid for hostel/food fees to 70 girls, transportation cost for 24 girls in Kingani and 11 bicycles were provided in Zinga and Kiromo.

3.6 School Governance

Morogoro Saving the Poor Organization (MOSAPORG) trained 30 secondary schools' Boards on their roles and responsibilities for Morogoro district, Gairo District, Wagingombe District and Kilwa District in Lindi Region. **Room to Read** trained 77 participants on importance of girl's education, GEP Parents Committee, Head of the 4 schools, Focal Teachers of the 4 schools, Ward Education Coordinators, Ward Executive Officers, and Chairperson of the streets, Ward Community Development Officers, and Representative from Tumbi Hospital, Representative from Police Gender Desk Officer, Religious Leaders and Room to Read staff.

3.7 Increasing Access to Education

Although provide access to basic education is the responsibility of government in Tanzania, CSOs contribute to access through innovations. For example, **Shule Direct managed** to increase users of their online secondary courses up to 25, 000 and 10,000 downloads on e-learning materials for secondary schools and teachers. The organisation installed offline web portal LMS TO 6 secondary schools in Morogoro, learning Management System at Ololosokwan UNESCO Digital Village located in Loliondo District. Shule Direct aimed to serve four schools: Arash, Loliondo, Soitsambu and Emanyata and also Launched its Shule Direct Web and SMS with over 300,000 users. Increasing access is also through providing scholarships as was done by The Foundation for Tomorrow (TFFT) who provides scholarships for 112 students from (61 girls and 51 boys) coming from Meru, Arusha, Manyara, and Lushoto districts. There are members who focused more on increasing access for the children with special needs according to Sustainable Development number 4 which underscores inclusive education. Sense International with its focus on children with special need managed to enroll 31 children with deaf blindness and with Multi-Sensory Impairment, to 30 primary schools in 5 districts of Dar es Salaam and 3 districts of Kilimanjaro Regions and also developed teaching curriculum to guide the teaching assistants.



3.8 Water, Sanitation and Hygiene (WASH)

In order for the learners to learn effectively they need a good health in and out of school. To make this a reality, **Feed the Children** trained 30 primary schools on how to improve hygienic and Health practices at schools while **Campaign for Female Education (CAMFED)** facilitated retentions to 2,254 primary school boys' and girls' students in Kilosa, Kilombero and Ifakara Morogoro, with school going costs including stationaries, shoes, hygiene materials and uniforms. In this category also include **World Vision Tanzania** who constructed 56 pit latrines in 3 schools to improved primary schools teaching-learning environment. While the above provided services, some actually empowered stakeholders for them to be in charge of their own development.

Community Aid for Small Enterprises Consultant (CASEC) sensitized 30 Schools Committee members, 25 teachers on basic water sanitation, environmental hygiene and trachoma related issues. Sensitization also was done to 450 primary schools on good hygiene and environmental sanitation practices. CASEC also trained 70 local leaders and 24 government extension officers on good hygiene practices. Again, they engaged 19 schools in reviewing of the school curriculum to identify gaps trachoma and WASH issues.

3.9 Research

Research is one of the main activities of CSOs. For example, Shule Direct reached to 423 stakeholders including Students, Teachers, Parents and Government Officials on the Outcome of E-Learning Platform and Academic Performance in Secondary Schools at Kibaha Pwani. The study wanted to establish users of their online service.

3.10 Inclusive Education

CSOs contribute towards achievement of Sustainable Development Goals (SDGs) in general and number 4 and 5 in particular. Campaign for Female Education (CAMFED) contributed to SDG 4 and 5 by paying school fees for 21 young women to acquire tertiary studies and 24 young women to other post school studiescourse that last for less than a year such as vocation courses. The same INGO also enhanced the capacity of women in different areas. They trained 1,193 young women in business skills, 419 received free interest loans or grants in terms of Kiva, SMS grants or Revolving Fund Scheme from Camfed and Camfed Association-CAMA for them to start or expand their business.

3.11 Vocational Skills Training for Youth and Vulnerable Groups

Some TEN/MET members facilitate capacity building on leadership development, voluntarism and mentoring for youths. **The Foundation for Tomorrow (TFFT)** facilitated lessons for 50 students aged 16-21, secondary students on leadership, goals and dreams, entrepreneurship, and sexuality and reproductive health in a week-long residential camp from Arusha and Meru Districts. WVT trained 739 community youth volunteers and community mobilizers trained on community action component/reading camp curriculum to lead children's in the readings camps. Lastly, **Room to Read** conducted mentoring sessions for 563 groups and individuals. Mentoring was also conducted by Social Mobilizers to girls, 160 as group Mentoring conducted to all 2070

girls and 403 as Individual Mentoring, life skills camp to 283 forms three Girls from Four out of our 6 schools Kingani, Chalinze, Zinga and Kiromo in Bagamoyo district participated in the event. Girls were accompanied by 6 focal Teachers, 1 from each school and 6 committee members together with 2 POs and 19 SMs and also trained 2 mentoring to Social Mobilisers and Focal teachers of 10 schools.

3.9 Conclusion

The Journey to attain quality inclusive education for all in Tanzania is still long. To reach the destination all stakeholders and key actors from different sectors include government, Non state actors and community as the whole have to assume integral part in the process.



