

## **Involving implementers at all Project Stages for Sustainability**

Neema Kitundu is a National Coordinator for Forum for African Women Educationalists (FAWE) Tanzania Chapter with two branches in the country (FAWE in Tanzania mainland and FAWE Zanzibar). FAWE is a Non-Governmental Organization operating in thirty three African countries with thirty four branches. FAWE in Tanzania deals with advocacy on women issues especially in education development. FAWE works with different stakeholders and is a member of Tanzania Education Network (TEN/MET). FAWE has been collaborating with TEN/MET for almost more than five years now on strategic engagements and program implementation such as TUSEME (Let us Speak Out).

Partnership approach has been the cornerstone of success through active engagements between FAWE, TEN/MET and other key education stakeholders.

*TEN/MET Has Been Delegating Us To Implement Projects But We Have Also Been Working In Collaboration To Make Sure That We Are Bringing Productivity And Development In Education Sector. We Have Participated In Many Activities. FAWE Has Been Participating In Different Conferences Being Conducted By Ministry Of Education Together With Regional Administration And Local Government, Different Committees Where FAWE Has Been Getting The Opportunity To Participate And Represent TEN/MET In Different Cross-Cutting Issues' Committees.*

Through program implementation partnership with TEN/MET, the organization has progressively advanced the approaches to meet the changing demands in Education sector. FAWE implemented TUSEME (Let us Speak) project under TENMET, a capacity building project for girls and boys. "At first the project was for girls only but after drawing some lessons during implementation approach changed to involve boys. We are building capacity for self awareness to both girls and boys. We make them realize the reasons making them to fail academically and socially, knowing the sources, and collectively looking for solutions where they can consult a teacher or a parent".

Capacity building for teachers and students was one of the important intervention approach by FAWE. As a result, at organizational and community level FAWE has been able to widen the scope and address the culture of silence as they created thirty TUSEME clubs in thirty schools in Kilwa District, Lindi Region.

*We trained the teachers on how the school environment can be harsh to pupils making them unable to do well, this include poor infrastructures. Also academically, how teaching techniques affects pupils ability to do well. We later taught them to present those challenges through art since it is a very powerful way of delivering message to the intended audience. Again, we looked at the society's consequences in weakening or advancing quality of education and lastly taught them how to make follow up of TUSEME clubs in order monitor and measure progress.*

At community level, students played part as a medium of communication and influence especially to parents/ guardians and already some changes have been identified.

*We went to a school in Mufindi district where the toilets were terrible. It was just like those pupils were using an open space because you could see through. Apart from toilets, pupils*

*were not getting lunch at school and parents never wanted to contribute anything. After TUSEME training pupils were inspired, they invited the parents so as to tell them what they were going through via drama. The first thing, they took parents around the school starting with the toilets and really those parents felt so embarrassed. Later the pupils performed drama show and parents couldn't help it but cried and so they decided to contribute and toilets were built and later lunch was also available at school. The school results improved from seventy fifth position to twelfth position.*

To ensure sustainability, the network worked in collaboration with government to ensure interventions are rooted within the existing education system by maximizing integration into policies and participation of implementers. *“Through TUSEME interventions a modality for transmitting skills to new teachers was developed in collaboration with schools. New teachers joining the school must receive the same trainings, providing pupils with a training annually to transmit the awareness to the new beginners. Also, we have done a lot together with the Ministry of Education, Science and Technology for Gender Responsive Pedagogy intervention package to be introduced in the college teachers learning curriculum”.*

Some immediate results have been achieved like transform perspectives, increase visibility and meeting different education stakeholders for cross learning and sharing. Huge efforts and notable results have been recorded in education sector recently in Tanzania. To achieve more there is a need for various education stakeholders including communities to understand their roles and for the government to take imitative to improve coordination among the stakeholders. More specifically there is a need to focus on improving the school iinfrastructure to contribute to reduction of school pregnancies.