TANZANIA EDUCATION NETWORK
MTANDAO WA ELIMU TANZANIA

Newsletter Vol. 5. Issue No:2
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Welcome to our newsletter and this in particular will mainly be on the Global Action Week for Education (GAWE) 2018 edition. Some may be unaware of the “Global Action Week for Education (GAWE)”, to ease their enthusiasm, GAWE is a campaign that was launched in the year 2000 by a Civil Society movement known as Global Campaign for Education (GCE) and its aim is to end the global education crisis.

GCE’s mission is to ensure that states deliver the right to quality education. Every year an education campaign is launched aimed at improving certain aspects of education based on particular themes. Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) being a member of the GCE has been upholding the tradition since and in May 2018 commemorated the GAWE 2018 campaigns in Mkalama, a District in Singida Region driven by the theme “COLLECTIVE ACCOUNTABILITY FOR QUALITY EDUCATION FOR ALL”.

This newsletter edition will take our readers through the events during the Global Action Week for Education in Mkalama including the various field visits and community dialogues that were aimed at identifying and addressing challenges in provision of quality education.

Apart from GAWE 2018, this newsletter will cover a series of success stories from members of the network (TEN/MET) highlighting activities/interventions members conducted and achievements made. These are meant to be shared as best practices and most likely be adopted. As the Networking and Coordinating Unit, the secretariat is happy to share with you this edition of the newsletter and hope that you will enjoy it.
Tanzania Education Network/Mtandao wa Elimu Tanzania TENMET is a national network of non-state actors in education founded in April 1999 by 39 NGOs. Currently there are more than 181 members. Members are mainly Community Based Organizations (CBO’s), Faith Based Organizations (FBOs) and national and international Non Governmental Organizations (NGOs), having a common concern of the promotion of quality education in Tanzania. The core objective 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.

VISION

A national education system through which every Tanzanian child has the opportunity to engage in quality education core values

MISSION

Coordinating and strengthening education Civil Society Organisations (CSOs) in Tanzania through networking, capacity building, research and advocacy.

NEW STRATEGIC OBJECTIVES

- **Strong institutional capacity through Board and Secretariat capable of coordinating the national network secretariat capable of coordinating the national network.**
- **Develop and coordinate a strong national network of education CSOs linked to international partners.**
- **Equip member CSOs with tools and competencies required to effectively manage change.**
- **Commission robust research into education and governance approaches to inform best practice.**
- **Undertake relevant and impactful advocacy campaigns to drive positive changes in delivery of education.**
Nanyumbu, 2017 Recap

The Year 2017 Nanyumbu a district in Mtwara Region in Tanzania was ranked last in the national standard 7 examinations results. Nanyumbu’s results attracted the attention of TEN/MET and the drive to promote the quality and provision of education in Tanzania the network decided to influence changes in nanyumbu.

The Global Action Week for Education was held in Nanyumbu and Tanzania’s local theme was to advocate “Collective Accountability for Quality Inclusive Education for all”. Commemorating the Global Action Week for Education in Nanyumbu brought a lot of changes in the district, high ranking officials like the District Commissioner Mr. Joachim Wangabo made a commitment to take into account the highlighted challenges and their recommended solutions and sensitized communities vowed to collectively play part in improving the quality and provision of education in Nanyumbu by actively participating and mobilizing their efforts for the best of Nanyumbu. Through this, during the GAWE week an approximate of 2500 bricks were made for the improvement and construction of better classes and toilets in Sengenya Primary School, Michiga B primary School and Mnanje Primary school.
GAWE 2017 community engagement

Construction of New classrooms as Landmarks in Michiga B primary school

Mkalama, 2018
GAWE 2018 was rather different in terms of locale, Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) decided to hold its campaign in Mkalama, a District in Singida Region, Tanzania and the theme was “COLLECTIVE ACCOUNTABILITY FOR QUALITY EDUCATION FOR ALL”.

The campaign’s objectives were:

- To raise public awareness on the importance of collective accountability for quality inclusive education
- To advocate for government to fulfill its promise to provide quality basic inclusive education in Tanzania
- To promote community ownership and responsibilities in facilitating provision of quality inclusive education in their localities.

The special guest at the opening ceremony was the Singida Regional Commissioner. She urged leaders representing Local Government in Mkalama District to act on efforts to improve provision and quality of education in Singida and further more emphasized on eradication of child/student pregnancies.

The special guest PO-RALG Minister Honorable Suleiman Jafo asked parents to take the responsibility of supporting their children’s education.

The Regional Commissioner of Singida who was also the guest of honor at the Opening ceremony of the Global Action Week for Education (GAWE) Hon. Doctor Rehema Nchimbi insisted on making sure that various challenges affecting the education system especially in Mkalama were addressed collectively and openly so that all stakeholders would be involved in tackling them and finding possible solutions.

TEN/MET’s Coordinator Cathleen Sekwao at the opening ceremony of the Global Action Week for Education (GAWE) that started from 14th May 2018 stated that the reason why Mkalama was chosen to host the campaign was the fact that Mkalama did not perform well in the 2017 standard seven (7) exams ranking last district in Tanzania. The aim of the campaign was to engage communities so as to to take part in the provision of quality education to our children in collaboration with the government.
As part of the Global Education Action Week for Education campaign, stakeholders who participated visited various schools and conducted dialogues with members of the community and stakeholders of education as part of promoting awareness and community engagement on positively influencing provision and delivery of quality education to their children. Schools that were visited included Ikolo Primary School, Mbigigi Primary School, Nyahaa Primary School, Mwangeza Secondary School and Malaja Secondary School and Kikhonda Primary School.

Some of the challenges brought forward from the dialogues were:

1. Inadequate infrastructure (Classrooms, Toilets, hostels/Dormitories and teach’s houses staff housing).
2. Inadequate teaching and learning materials.
3. Unmotivated teaching staff.
4. Inadequate number of teaching staff (Female teaching staff and science and Maths subject’s teachers)
5. Lack of food in schools and how it affects growth, development and learning of the student.
6. Some students live far from their schools and have to travel long distances leaving them prone to different risks on their way.
7. Presence of Cultural Practices that tend to interfere with student education such as cattle raring which involve young boys.
8. Minimal community awareness especially parents on the importance of education for their children and misinterpretation of “FREE EDUCATION”
Various dialogues with members of the community and stakeholders of education Conducted as part of the GAWE 2018 Campaign themed “Collective Accountability for Quality Education for All

Chairperson of the Board of Directors of TEN/MET Presenting to the guest of honor the findings from the various community engagement dialogues conducted in 6 schools as part of the GAWE 2018

During the climax of the Global Action Week of Education which was 18th May 2018, the Regional Commissioner of Singida Hon. Doctor Rehema Nchimbi representing Hon. Suleiman Jafo, Minister in the Present’s office Regional and Local Government, applauded the efforts made by TEN/MET in making sure that there is delivery of quality education in Tanzania.
Chairperson of the Board of Directors of TEN/MET Presenting to the guest of honor the findings from the various community engagement dialogues conducted in 6 schools as part of the GAWE 2018

Regional Commissioner of Singida Hon. Doctor Rehema Nchimbi ran a harambee which was part of the initiative to get the community especially leaders to contribute positively towards improving Quality of education in Mkalama District.
Some resolutions & Commitments made:

Due to the minimal understanding and awareness of circular no 3 on “free education policy” the department responsible for education should make it a priority that circular number 3 is well distributed amongst stakeholders so that it could be well understood throughout the community and other stakeholders.

Observations in Mkalama had shown that schools visited had either no students with special needs or if they had were very few, the LGA and the community as stakeholders of quality I”nclusive” education should make an extra effort on emphasizing the importance of taking children with special needs in schools as it is also their right to education.

One challenge addressed by the community, students and teachers was that teachers who had extra effort and excelled were not given the recognition they needed as part of motivating and encouraging them to continue with their good work.

Due to the high rate of student absentism, as the GAWE theme states “Collective Accountability for Quality Education for All” the community and the Government are to form committees that will be responsible for monitoring and assessing why students don’t attend schools and come up with possible interventions on how to minimize/ solve that particular challenge in Mkalama.

Teachers need in-service training to sharpen their skills and keep them up-to-date with the changing need and global environment.

The issue on shortage of books especially standard 4 books has been a challenge; it has been advised to have statistical information on how well it can be used to determine proper distribution that would atleast minimize the challenge at hand.

ACHIEVEMENTS

• Mkalama District Executive Director promised to buy bicycles to all grade seven pupils who will perform well on standard seven national examinations. Bicycles will used as their means of transport for schooling and promised to start working on WASH where he promised Nyahaa water project to start in the 3rd week of June 2018.

• Regional commissioner Hon. Doctor Rehema Nchimbi ordered all secondary schools to start fish projects for school income and nutrition as well. The implementation was to start immediately.

• Mkalama community responded very well to GAWE team and pledged to work to make Mkalama thrive in national examination results. Some parents promised to start contributing food for their children meals at school starting from July 2018.

• GAWE team pledged to support towards.
TEN/MET Coordinator opening speech during Child Protection Training Workshop for Lake and Western Zone Members.

TEN/MET organized Capacity Building for its Members in response to increase in child sexual abuse at family and communities level.

TEN/MET Northern Zone Members discussing on best practise Child Protection interventions during Northern zone Child Protection Training Workshop.
The first child protection workshop was conducted in Mwanza for Western and Lake zone. Followed by Northern zone and winding up with Southern, Eastern and Central zones. The two days training gave members opportunity to reflect on the baseline assessment report, Child Protection Basic Concepts, project designs and implementation, share experiences and best practices.
LITERACY AND NUMERACY EDUCATION SUPPORT (LANES) PROGRAMME

Literacy and Numeracy Education Support (LANES) Programme
Global Partnership for Education is one of the main supporters of Tanzania in the of Literacy and Numeracy Support Programme (LANES) implemented by the government with support of Civil Society Organizations (CSOs) represented by Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET).

TEN/MET received 608,890,580 Tshs to support implementation of LANES and aimed at increasing local CSOs participation in promoting literacy and numeracy and increasing community participation and engagement in promoting literacy and Numeracy. Actual implementation started in April 2014. Some of the activities implemented included:

Identification and Induction of Implementing Partners
The process of selection of an Implementing Partner for LANES was done by the TEN/MET Task Force to ensure the following:

1) That the maximum number of capable member organizations has been considered so that they can be objectively compared.

2) An impartial and objective evaluation of prospective candidates and

3) That the prospective Implementing Partner has the technical, financial, managerial, administrative capabilities needed to produce the project outputs.
The 12 selected members were invited to a two-day induction workshop aimed at equipping the selected members with an understanding of LANES, financial management, reporting requirements and also sharing of best practices, and development of activity plans and budgets.

Community dialogues

The community dialogues focused on highlighting the role the communities in promoting literacy and numeracy skills. The key emphasis was on improving learning and teaching environment both at home and in schools.

The dialogues adopted different Methods to present messages to participants during the meetings. Dialogues were guided by highlighting the performance at the specific districts as far as 3Rs was concerned as well as circular number 3 of 2016 or Education and Training Policy of 2014) as guiding referrals to kick start discussions. The key issues were highlighted or recorded in notebooks.
Radio talk shows on Literacy and Numeracy

Radio talk shows aimed at creating awareness on the promotion of Literacy and Numeracy skills at a wider audience. Local radio stations were used to create sense of ownership and reach the targeted audiences. Interviews were guided by highlighting the performance at the specific district as far as 3Rs is concerned. Facilitators used questions and answers. During live sessions, the participants were asked and responded to questions based on their understanding on 3Rs.

As result of the talk shows, more people were made aware of the importance of improving 3Rs in their respective areas. At least more than 300,000 listeners were reached through the radios.

Literacy and Numeracy competition at School and District level

Literacy and Numeracy Competition at School and District Level

Literacy and numeracy competitions were conducted so as to determine the standard one and standard two students’ ability in 3Rs. The first level was school competition where two winners were identified. The second and last level was the district level which brought together winners from the 10 schools and 20 students per district.

The competition at district level was supervised by teachers who underwent training on 3Rs together with the Partners and Education Officers from their districts. They combined examinations from all the schools in the specific districts and made one exam that was thoroughly reviewed from each subject for the competition. Printed school bags, T-shirts, three exercise books, and pencils were awarded as gifts to students who won the competition as means of motivation.

Student competitions were viewed differently. Some districts like Ngorongoro were excited to have such an exercise for they had never experienced that before, District level officials were eager to learn from the Initiatives and have positive results and teachers were eager to learn how much of what they teach is understood by their students. At student level, those who won motivated others to also become winners.
Pupils from different schools in Mbozi district, Songwe region conducting exams in district level.

Printed school bags, were awarded as gifts to students who won the competition as means of motivation.
MEMBERS SUCCESS STORIES

**CDO: Orphans care and support**

Childhood Development Organization (CDO) funded by Charity Commission of London has been successful in supporting 150 orphans in areas of education, health and nutrition by providing them with scholastic materials, mattresses, bed sheets and nets. In every month there is a social day where children get together, enjoy traditional songs and drummer, eat and drink, on that day children are also given four pieces of soap. They also receive evening tuition in the CDO resource centre.

This support helped minimize school dropouts, trounce and improved their academic performance. Through this intervention, the disadvantaged orphans are now able to access quality education has also minimized early marriages and Childhood and teen pregnancies.

Students who complete form four but fail to proceed with further education are assisted by enrolling them in other vocational training like teaching, tailoring and computer.

**FEED THE CHILDREN: School Meals Program in Kisarawe District: In Tanzania**

Feed the Children (FEED) is one of the world’s leading anti-hunger organizations that bring together caring individuals to create a world where no child goes to bed hungry. Together, FEED help kids be kids by providing healthy food, safe water, education, and job training in all the 50 states in the USA and in 18 countries worldwide, so that kids and their families can become independent. School Meals Program in Kisarawe District: In Tanzania, Feed the Children focuses on the nutritional needs of school-aged children. This is done in a variety of ways, including providing mid-morning breakfast to children in primary schools where we work, and also by providing communities with an opportunity to learn about health and nutrition through workshops with the teachers and parents/guardians of the children. FEED has constructed quality kitchens in the schools where we work and have renovated kitchens in others. In order to facilitate smooth operations, FEED purchases cooking equipment for these schools and provides tools that help them to correctly measure food during preparation. Because of the importance of stopping the cycle of malnutrition, FEED has placed a high emphasis on children understanding the role of proper nutrition throughout their lives. Students learn how nutrition can help them stay healthy and increase their attendance at school. When children are able to focus in the classroom, they can apply their knowledge in both their current and future families. In the fiscal year 2017/18, Feed the Children has provided mid-morning breakfast in 30 schools which have a total of 13,045 beneficiaries. This has been vital to reduction of dropout rates in Kisarawe. Before school meals in 2010, 6 out of 10 students missed afternoon classes due to hunger. Since the school meals began students attendance improved. “Afternoon classes are now embraced by children because they have full bellies. Many of them did not return to school after they went home during the afternoon break.” – Leila George (A teacher from Homboza Primary School, Kisarawe). According to the teacher, the students have been active during classes and even in extracurricular activities in their free time.
For most schools in Mbulu District statistic have shown that a shift has taken place with the tables turning, previously girl’s enrollment as well as retention was very low but lately a new trend is observable. In most schools enrolment of girls is still low though it has risen significantly compared to boys which is still high but lately the drop-out of boys is high compared to girls.

“During enrollment phase we get a lot of boys enrolling compared to girls but after sometime they drop-out of boys is higher, girls though enroll in small numbers the majority often remain in school” said Mr. George the headmaster of Qualoda primary school. In his time as headmaster he has helped to give students a chance to be able to complete their education by going the extra mile of following up on them personally, engaging with parents and students and very rarely involving law enforcement to get students to join back to school.

One day when he was waking going to a neighborhood village Mr. George met some villagers and they stopped him for a conversation. During the conversation one of the villagers pointed out to a worn out boy not older than 11 with a heard of livestock and all of a sudden there conversation turned to the boy as they watched him, one of the villagers said:

“Teacher do you know that boy was one of your students but he dropped out some years ago and now he raises livestock, does some casual labor tilling peoples farms” the villager said, Mr. George looked at the boy and he looked older and mature than his age, he membered him as the boy who dropped out when he was in class two. He was touched in his heart and decided to cut short his conversation so that he can go and talk with the boy.

“When I asked him why he dropped out of school he gave me the most shocking reply” he said. “The boy told me he dropped out because he didn’t see the benefits of studying, all his teachers walk to school while rich people in the village who never went to school drive expensive cars, What is the use of going to school the boy explained. “When teacher George called me back to school and I came I was first very optimistic but then as time went on I stated giving up, my friends were ahead of me,i could not speak Swahili well so learning was difficult.” He said. When he was asked how he made it he said “the headmaster and teachers didn’t give up on me they spoke to me, gave me extra classes and assignment, they became my friends and slowly school started to fill comfortable once again” Joshua said.

“I want to become a teacher someday so that I can be able to help bring back students who had dropped out to come back to school, I want to be a friend to students and tell them the importance of education” Joshua said. He along with 4 other students who had previously dropped out are now preparing to sit for their class seven national exam, setting an example to others that it’s never too late to pursue education
Right to Play: Rashid’s Return to School

“A Regional Technical Committee in Dar es Salaam helped 158 students return to school. “

As part of the Play for the Advancement of Quality Education (PAQE) program, implemented by Right To Play Tanzania, a committee was formed with regional and municipal education officers, quality assurers, municipal and district socio-welfare officers and organizational implementing partners in the Dar es Salaam area, to help the project reach its full potential. This Regional Technical Committee meets quarterly to make sure the program is on track to meet its objectives, to share learnings and to look for ways to overcome any challenges that may arise.

In the first quarter of 2017, one of the goals of the committee was help return 90 truant and dropped out students to school. Organizational implementing partners Network Vulnerable Rescue Foundation and Msimamo Youth Educators worked in collaboration with teachers, parents and community leaders to collect the names and addresses of the student’s not attending school. Once equipped with this information, they used community awareness meetings, door-to-door visits and interviews with the children to convince them to return to school. The most effective way to encourage the children to return back to school was introducing them to the sports and play activities that are offered after school hours, on the open play grounds at their school. Having them in the playground gave teachers an opportunity to talk to them, counsel them and explain to them the importance of attending school.

The committee’s efforts succeeded to influence a total of 158 children (among them 74 girls), to return to five schools in the Dar es Salaam area. One of these children was Rashid. Before returning to school, Rashid was the leader of a group known for stealing, smoking and fighting, called, “Team Serenge.” Through the committee’s efforts, Rashid showed an interest in going back to school, and where he led, others in his group followed.

Rashid explained that he was frightened to return to school because of his actions in the group. However, the head teacher at Rashid’s school encouraged the young boy to come back. Back to school, Rashid and his friends were introduced to community coaches so that they could attend sport activities after school hours and during weekends, as a good way for them to develop life skills and keeping them engaged in play based learning activities.

By going beyond the walls of the classroom and engaging parents, community members, teachers and government officials to increase the understanding of the value of education in the community. The initiative encouraged girls and boys to return to or stay in school. Some of the students who returned to school were also connected with socio-welfare officers to help them recover from the effects of the lifestyle they were living in, such as drug consumption. The committee’s success in returning these 158 students to school has motivated them, and the communities, to keep working until drop out and truant rates drop to zero.
Singida Regional Commissioner Inspecting TEN/MET's stall during GAFE 2018

Presentation during a QEC 2017 in Dodoma

A session of LANES community dialogue in Tabora

Participant Members of the annual TEN/MET advocacy meeting

Member participant in Child protection training workshop community or various challenge experience in Child Protection intervention

A session of LANES community dialogue in Tabora
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Contact Us:

277 5324
info@tenmet.org, www.tenmet.org