<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word from the coordinator</td>
<td>1</td>
</tr>
<tr>
<td>13th Annual General Meeting 2018</td>
<td>2</td>
</tr>
<tr>
<td>10th Quality Education Conference 2018</td>
<td>3</td>
</tr>
<tr>
<td>Members Stories of Change</td>
<td>4</td>
</tr>
<tr>
<td>Mobilized Community Transforms Learning Environment</td>
<td>4</td>
</tr>
<tr>
<td>How Joined Hands Ended Illiteracy in Mkaranga Primary School</td>
<td>5</td>
</tr>
<tr>
<td>Right to Play Tanzania’s Cascade Innovation Model Exemplary</td>
<td>6</td>
</tr>
<tr>
<td>About TEN/MET</td>
<td>7</td>
</tr>
</tbody>
</table>
Warm greetings from TEN/MET Secretariat. Indeed, I am excited and looking forward for progressive year ahead of us. I understand the year has already presented itself with new solutions and challenges that calls upon our collective responsibility as players in the education sector. I cherish the contribution and accomplishments TEN/MET has registered last year and in the last 20 years of tireless endeavor and dedication. The network has seen countless growth in terms of membership increase as well as scope of our engagement in the country and around the globe. TEN/MET has also experienced its share of challenges in the course of 20 years since establishment. The combination of challenges and success has resulted into a firm TEN/MET you see today.

TEN/MET Secretariat is dedicated and positioned to continue to foster productive initiatives through collaboration with its members, partners, UN agencies and governments. TEN/MET shall continue to lead and pave the way in ensuring every Tanzanian child has access to inclusive, equitable and quality education.

To address this aspiration, TEN/MET futuristic strategic plan guides organization strategic direction in the next five years. Through the strategic plan a new and innovative thinking has emerged where our role as a network reflect a national obligation as opposed to our past mode of operandi. As an umbrella organization we shall focus on national and international issues that affect education sector. Our advocacy themes and campaigns shall be developed to tackle major national issues that in one way or the other affect the performance of the education sector as a whole. Secretariat shall effectively continue to engage in policy dialogues and international forums that are aimed at bringing sustainable solutions to global challenges in education. In addition to this, TEN/MET shall be at the forefront in representing its members in various platforms and forums. We hope to strengthen our communication and engagement with our members.

On the same note we shall support our members technically and through enhancing their capacities to best execute their mandate and interventions. Our goal is to push education agenda in the country to new heights through collaboration, networking, partnership, research, advocacy and strategic alliances with partners and education stakeholders. TEN/MET shall continue to explore new possibilities and pioneer sustainable solutions in education sector in the country. It is vital we all strive to see a Tanzanian child accessing quality, inclusive and equitable education.

Furthermore, as the coordinating unit of the network, the secretariat plans to bring newsletters each month focusing on a specific theme. Please get ready to share your insights and contributions into the sector.

I am encouraged and excited about the future of education sector in the country and our collective roles as change agents, leaders, and developers of innovative solutions to help Tanzania education sector fully achieve its potential.

Ochola Wayoga
National Coordinator
TEN/MET held its 13th Annual General Meeting from 7th to 8th of December in Dodoma as part of compliance to accountability ensuring members of the network get the opportunity to participate in various decision making issues and network with other members.

The meeting featured information on global and national educational trends, election of new members of TEN/MET board of directors and most importantly introduced the new national coordinator for the first time.

Mr John Seka acquainted members who attended the AGM with an elaborate presentation taking them through the Tanzania Teachers Professional Board Act which TEN/MET has been in the forefront in advocating its development since 2009.

The Registrar’s office was not left behind, a representative of its office was invited to share with members of the network matters of compliance and stressed on the importance of Non-Governmental Organizations (NGOs) being compliant as a mechanism to point out those organizations that could be unlawfully involved with issues of corruption and money laundry.

The main highlight of the AGM was the election of new board members. This was an exciting day for members who felt they can make a change in TEN/MET’s growth and influence positive development. Elections were conducted at zonal level, where each zone candidate was to briefly introduce him/herself stating why he/she thought would be the suitable candidate for representing the specific zones in new TEN/MET Board.

Meet new members who have joined the network

- KINGONET
- Spiritual Life in Christ
- Resource Advocacy Initiatives
- Voice of Disabled Women in Tanzania
- Reach International
- ADD International
- Tanzania Women Action Empowerment
- Sauti ya Mtoto Foundation

Board Chairperson Mr John Kalage introducing Mr Ochola Wayoga as the new National Coordinator and Mr Clement Maganga as the new Finance Grants and Administration Manager.
The 10th Annual Quality Education Conference (QEC) took place on the 4th to 5th December 2018 at the Nashera Hotel in Dodoma. The conference brought together over 100 diverse stakeholders in education working at different levels in Tanzania to discuss issues on Accountability in education and importantly how Tanzania as a developing country can promote education for self-reliance.

The conference was officiated by the Deputy Minister from the President’s Office Regional Administration and Local Government (PO-RALG), Hon. Josephat Kandege. QEC’s main theme “Collective Accountability And Quality Education For Self-Reliance” resulted from the Global Action Week for Education (GAWE) 2017 and 2018 campaigns which focused on ensuring accountability for Sustainable Development Goal number 4 (SDG4), and active citizen participation with a particular emphasis on reminding the Government of Tanzania and the community that credible roadmaps were needed to deliver free, quality and inclusive public education in order to realize SDG 4 & 5.

Feedback from the conference was very positive, participants greatly enjoyed the chance to meet like-minded people of diverse experiences, the opportunity to network and to learn from one another, and the chance to explore ideas.

The conference intended to dig deeper into the provision of quality education for all with special focus on Competence-Based Approach and its underpinnings.
STORIES OF CHANGE FROM MEMBERS

- MOBILIZED COMMUNITY TRANSFORMS LEARNING ENVIRONMENT (Plan Tanzania)
- HOW JOINED HANDS ENDED ILLITERACY IN MKARANGA PRIMARY SCHOOL (Plan Tanzania)
- RIGHT TO PLAY TANZANIA'S CASCADE INNOVATION MODEL EXEMPLARY. (Right to Play)
Tunduru Mchanganyiko Primary school is among the oldest schools in Tunduru district. The school was established in 1958 before Tanganyika got her independence and it is the only school in a ward comprising three villages. Despite of having only 13 classrooms, the school has a total of 1608 pupils (814 boys and 794 girls).

That also includes 34 special need pupils (24 boys and 9 girls) and COBET program (Complementary Basic Education in Tanzania), a strategy for absorbing all out-of-school children aged 11 to 13 years to formal primary school.

In compliance to the government call of enrolment of all children of eligible age almost all parents in surrounding villages have been registering their children to this school. However the great increase in enrolment did not go hand in hand with improvement in school infrastructure and this posed a great challenge especially to pupils with special needs.

Ms Serafina continued to narrate that according to 2013 to 2015 needs assessment the school had a gap of 19 classrooms. If this need was met the school would be in position to provide conducive learning environment especially to children with disabilites.

Through the Community Education Mobilisers (CEMs) and Parents Teacher Partnership (PTP) initiatives introduced by Tusome Pamoja Project under Plan International Tanzania, parents, village and ward leaderships and teachers held a number of meetings to discuss challenges that face their schools.

As the result every parent was asked to contribute 10,000Tsh whereby other community members from all three villages in Mingoti Mashariki ward contributed bricks, sand and water for constructions. The district council through its internal collections complemented community initiative by contributing Tsh 10 million.

Ms Serafina Gervas Mapunda-Tunduru Mchanganyiko Primary School Head Teacher had the following to say regarding this challenge; “The largest increase in enrollment of pupils each year has led to shortages in school infrastructure and this becomes more difficult to pupils especially those with special needs find it hard to learn with this kind of environment”
Mkaranga Primary school has been among the poor performing schools in Mbinga District Council in Ruvuma region. For several years the school faced some challenges like shortage of teachers, poor learning environment that includes scarcity of books, poor sanitation and poor school attendance. Both teaching and learning environment were very discouraging hence poor motivation from both teachers and pupils. Nothing changed for a period of time until the community itself decided to take action to improve learning environment.

In solving the situation, few community members started raising the matter in village meetings which involved parents and local government authorities. This led to an agreement of setting strategies to improve the school performance.

This began by the introduction Community Education Mobilisers (CEMs) and Parents Teacher Partnership (PTP) facilitated by the Tusome Pamoja project under Plan International Tanzania awakening the community to have specific platforms to meet and discuss strategies to uplift learning standards at their school.

Among major challenges addressed include availability of food, water and sanitation as well as availability of skilled teachers.

Through CEMS’, it was then agreed that parents and community will contribute food to introduce feeding program, to ensure availability of teachers, provide tap water and construction of modern pit latrines. This serves time for pupils who would otherwise travel long distance for afternoon meals and short calls.

Under the initiative, the school has managed to hire three teachers, and supplied tap water in school at a cost of 2,260,000 and contraction of 12 latrines at a cost of 4,000,000 all contributed by the parents.

As a result the school has experienced a tremendous change that influences better learning environment and equipment including classrooms and books, eliminating the number of children who cannot read and write. In 2015 the school had 108 pupils who could not read, now the number has gone done to 19 pupils. Teachers have set extra time to help slow learners.
Dar es Salaam, Tanzania. Demand for provision of quality education in Tanzania remains of a paramount importance. Both public and private sectors have been putting massive investments and efforts in the sector with a little progress yet huge potential for better results from Public-Private collaborations.

Right to Play Tanzania currently focuses on two outcomes areas: Quality Education with the aim of integrating gender sensitive Child-centered Play Based Learning methodologies into teaching practices and improving learning and inspire girls and boys to become active and engaged students; And Child Protection aiming at preventing and responding to violence and abuse against children and strengthening the systems that support children to be safe and thrive.

Following transformation in our teaching approach from teacher-centered where a teacher would spend a lot of time delivering content vis a vis a child-centered approach where the focus is now on building competence to students in pre and primary schools, the Ministry of Education, Science and Technology (MoEST) called for in-service teachers’ continuous professional development framework.

The RTP’s Cascade approach is differentiated from other models such as that used by Tanzania Institute of Education (TIE), Equip-T program, and others, who trained only one teacher per school without any follow up and without training education officials who supervise the teachers. Cascade model by RTP involves training of 4 to 5 teachers per school from all grades (pre-primary to grade 6). The trained teachers are supported by the district trainers, head teachers and ward education coordinators who are trained and participated in the development of the strategy and ensure effective and quality implementation, to also train and mentor their peers.

To date, a total of 69(41 female) district trainers (education officers, quality assurers) were trained and in turn trained 250(162f) teachers and 40 head teachers from 62 non-partner schools (4-5 per school) have been reached. This increased RTP reach from 93 existing schools to 155 schools in one quarter (July-September 2018). Teachers were trained on foundation training and basic skills on adult learning facilitation techniques. RTP promotes a teachers’ mentorship and coaching approach that is consistent, involving all the stakeholders in the process for effectiveness and quality assurance. RTP has experienced the use of play for development goals, and advocates on the power of play in transforming the lives of children.

Right To Play’s work in Tanzania started in 2001, with projects to manage development challenges amongst refugee communities. Since then, Right To Play has expanded its programs in support of government efforts to tackle serious issues such as poverty, gender inequality, disease and illiteracy, operating in three regions which are Dar-es-Salam, Mara and Morogoro, in collaboration with the Government, local and international NGOs and community-based organizations.
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 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.

**STRATEGIC OBJECTIVES**

1. Strong institutional capacity through Board and Secretariat capable of coordinating the national network secretariat capable of coordinating the national network.

2. Develop and coordinate a strong national network of education CSOs linked to international partners.

3. Equip member CSOs with tools and competencies required to effectively manage change.

4. Commission robust research into education and governance approaches to inform best practice.

5. Undertake relevant and impactful advocacy campaigns to drive positive changes in delivery of education.