

TANZANIA EDUCATION NETWORK



TenMeT

Mtandao wa Elimu Tanzania

Education: access • equity • quality

**TEN/MET FEBRUARY 2019 NEWSLETTER**



## Inside this issue

— Word from the Coordinator

1

— Innovation and Entrepreneurship in Education

2

## MEMBERS STORIES OF CHANGE

— Nutrition: Key in Early Child Development

3

— Improving the Teaching and Learning Environment in Pre-Primary classes

4

— How Young Women 'Learner Guides' are Transforming Students' Prospects

5

— HOW RIGHT TO PLAY'S PLAY BASED LEARNING ADDRESSES SPACE CONSTRAINTS AND MINIMAL RESOURCES IN TANZANIA

7

— About TEN/MET

8

## Word from the Coordinator

### WARM GREETINGS FROM TEN/MET SECRETARIAT.



**Ochola .O. Wayoga**  
National Coordinator

Am thrilled to bring to you the February newsletter from TEN/MET secretariat which reflects transforming realities of success stories of coalition member's interventions on the ground. CSOs contribution to the education sector need to be quantifiable, measured, reported in order to show progressive growth in education sector as we complement the work of the Government. Each month in our newsletter we shall document and publish your stories. I urge you to submit the best of your organization in narrative, infographic and pictorial whenever possible. In doing so we register our visibility, we open up avenues for information sharing, we increase collaboration but again it's a sure platform to communicate to the government the results of CSOs interventions to the education sector in the country.

At the secretariat level we have had a handful of engagement with partners, members and stakeholders in various fronts. Currently, the secretariat is organizing and coordinating Global Action Week for Education(GAWE). Global Action Week for Education (GAWE) is an international annual campaign led by the Global Campaign for Education (GCE). The week is celebrated globally by the public worldwide to raise awareness on the importance of education. Every year, teachers and civil society members work towards raising awareness on different education related themes.

Keeping in view, the upcoming Global Action Week campaign is themed "My Education, my Right". The campaign focusing on Making the right to an inclusive, equitable, quality, free public education a reality. GAWE 2019, week is intended to support citizens and communities to claim their right to education, encompassing the realization of the full SDG4 agenda. GAWE is expected to be held in Tanga – Handeni Districts between 6<sup>th</sup> -10<sup>th</sup> May. I call upon all members to get involved and participate fully during GAWE week to be held in Tanga. The secretariat seeks your participation in three ways one; your organization presence in Tanga – Handeni and secondly your financial contribution, last technical advice to the task force organizing the logistics and administration of the event throughout the week. Please contact us for more information on ways you can better participate.

As we are all aware, the secretariat has so far organized two thematic groups meetings in Morogoro and in Dar es salaam. Where the first meeting focused on identification and organization positioning to the specific thematic group while the latter focused on the generation of activities and budgets which shall eventually need collective resource mobilization. With thematic groups in place we also need to start strategizing better on increased information sharing among ourselves and continue to explore productive ways in which we can increase corporation and reduce duplication of efforts.

I hope you find this month newsletter informative and experience sharing platform. Finally, I offer my thanks and appreciation to all who submitted articles to feature in Feb newsletter.

# Innovation and Entrepreneurship in Education



Group photo of Members who attended the 2 days TanFiDe Workshop at TEN/MET offices

TanFiDe is an international consortium collaborating to develop innovative and sustainable ways to foster quality education in Tanzania – from early years education to tertiary education and life-long learning. TanFiDe consists of nine partners: research institutions, educational institutions and civil society organizations based in Tanzania as well as in Finland and Denmark.

The TanFiDe partners are: **Aga Khan University, Dar Es Salaam, Teofilo Kisanji University, MS Training Center for Development Cooperation, Mkwawa University College of Education, So**

**They Can, TenMet, HakiElimu, Häme University of Applied Sciences (HAMK) Finland and VIA University College, Denmark.**

TanFide partners met for a 2 days workshop on 27<sup>th</sup> and 28<sup>th</sup> February 2019 with the core aim of developing project ideas that influence Access, Participation and Equity, Quality and Learning, Education for Social and Economic Development and System Structure, Governance and Management. The workshop was a success followed by a steering committee meeting that was intended to spear head the decision making on which project idea would be implemented.



1st pic on the left: participants on a brainstorming session on project ideas.

Left pic bottom, top right pic and bottom right

Participants presenting their ideas during the work session

# STORIES OF CHANGE FROM MEMBERS

- **Nutrition: Key in Early Child Development— Modern Education and Culture Group**
- **Improving the Teaching and Learning Environment in Pre-Primary classes — Aga Khan Foundation**
- **How Young Women ‘Learner Guides’ are Transforming Students’ Prospects– Camfed Tanzania**
- **How Right to Play’s Play Based Learning addresses space constraints and minimal resources in Tanzania– Right to Play**

## NUTRITION: KEY IN EARLY CHILD DEVELOPMENT-MECEG

MECEG is conducting a project of Nutrition which has a component of ECD ( Early child development). Through this intervention of Nutrition to children below 5 years MECEG has managed to establish 25 supporting groups comprising of 15-20 members with specific targets that link with improving the level of nutrition provided for the children that are below the age of five.

The project is being funded by IMA WORLD HEALTH (UK) and is currently being implemented in 5 Wards which are Samuye, Tinde,Didia,Usule and Mwantini in Shinyang district council. In these wards a volunteer is assigned to facilitate members of the supporting groups on various ways and techniques of serving meals that are nutritious to children and will contribute in positive physical and mental growth and in addition provide basic knowledge and training on Breastfeeding, WASH, men involvement

and ECD(Early child Development).

Specifically on ECD, Knowledge and training is conducted to parents and care takers acquainting them with different games and playing skills that are both developmental to the child's mental and physical health.



*Pictures 2 shows sessions of community engagement involving nutrition*

Through this project 76 women and 39 men have been trained and more are to be involved as the project continues.



*Pictures 1 show sessions that took place with the support groups being given training on child nutrition for the physical and mental health of a child*



*Pictures 1 show sessions that took place with the support groups being given training on child nutrition for the physical and mental health of a child*

## Improving the Teaching and Learning Environment in Pre-Primary classes-AGA KHAN FOUNDATION

Fatuma is an experienced teacher with an impressive track-record, spanning 38 years. She started off teaching in mainstream schools, then transferred to Buguruni Viziwi, after she underwent training in teaching hearing impaired students. For the last 12 years, Fatuma has been teaching at Buguruni Viziwi Primary School, which is located in Ilala Municipal Council in Dar es Salaam.

Four years ago, Fatuma received specialized training for pre-primary education at Butimba Teacher Training College. She also received additional training from **Aga Khan Foundation** through the USAID-funded Kizazi Kipya project on the development of low-cost materials for pre-primary.

The Low-Cost Materials Development (LCMD) training employs a child-centered approach to learning by engaging children in the teaching and learning process. The wall in Fatuma's class is adorned with attractive and engaging displays and manipulative teaching and learning materials which are made from locally – available materials. The seven (3 girls, 4 boys) students in Fatuma's class are free to interact with the materials which are organized in learning corners. The aim of the layout is to encourage the students to engage in independent learning and peer teaching. The training goes beyond development of the materials and also provides knowledge to the teachers on how to use the materials to engage the students.

Fatuma says that before she underwent the LCMD training, it was a challenge finding appropriate and affordable teaching and learning materials. *“Ready-made teaching and learning materials are very expensive. I did not know that I could make various teaching and learning tools, using locally-available materials. It was very challenging for me considering that my students are hearing impaired and therefore their learning is dependent on teaching and learning aids that use other senses,”* she says.

After undergoing the LCMD training, Fatuma is confident and motivated to teach. She says her classroom environment is now more vibrant and has en-

hanced the learning experience for her students. *“The children now learn on their own, my task is to guide them. The presence of the learning materials has increased students' motivation to attend school compared to what it was before,”* she says.

Fatuma is a strong advocate of the LCMD intervention, and she frequently receives visitors, who come to observe and learn from her teaching techniques. *“I have trained pre-primary teachers from different parts of Dar es Salaam. I train both government and private school teachers, as well as teaching other classes within the school. For effective learning to take place, teachers need to use teaching aids, and LCMD reduces the requirement for a large budget for materials. It also includes students in the development of the learning materials. All teachers need to have this knowledge,”* she says.

The LCMD process also allows parents to participate in developing the learning materials for their children. Fatuma says, this improves the relationship between teachers and parents, and has contributed to an increase in enrollment of new students. *“Parents gain confidence to let their children attend school. I receive materials from parents and community members, which is very supportive. Last year our school was voted the best pre-primary school in Dar es Salaam, something we attribute to the cooperation between parents and teachers,”* Fatuma adds.

Over and above using the knowledge she gained from the training to teach her students, Fatuma has travelled to different parts of Tanzania to help others learn and incorporate LCMD in their classrooms.

Kulwant Milembe, the Head Teacher of Buguruni Viziwi Primary School, says adopting the LCMD process has had a profound impact on the school. *“Fatuma has been helping teachers from other classes to develop teaching and learning materials, for their classes. I appreciate the impact and changes that this process has brought to the school and will continue to support Fatuma,”* he says.

## How Young Women ‘Learner Guides’ are Transforming Students’ Prospects-CAMFED

The youth population of Sub-Saharan Africa is increasing faster than anywhere in the world. With the dearth of opportunities in formal employment, particularly in rural areas, the most likely path to a productive life for the majority of young people lies in entrepreneurship and self-employment. School systems – which are critically under-resourced – need to equip them for this challenge.

CAMFED’s Learner Guide Program invests in quality secondary education, and ensures that young people have the necessary foundation, including a broader set of life skills, to transition to productive, fulfilling livelihoods in Tanzania. Through this initiative, young women school graduates return to their local schools, support marginalized children in their studies, and deliver a tailored life skills and wellbeing program (“My Better World”) in complement to the academic curriculum. In return for their commitment, Learner Guides (young women) gain access to interest-free loans to start local businesses, and a mobile technology platform through which to connect with each other and access new resources.

The Learner Guide Program is a scalable and sustainable model that simultaneously tackles the quality of education and opens up opportunities for young women in the crucial transition from secondary school. In Tanzania, the Learner Guide Program began in 2013 and is currently implemented by 1375 Learner Guides (Young Women) in 404 secondary schools in 27 Districts. The project is an excellent example of how a range of connected interventions are supporting better learning outcomes and transforming young peoples’ prospects on a very large scale. The impact of Learner Guides is being continuously measured using both quantitative and qualitative data analysis. The following provides a summary of our key research findings:

### **Improved Learning Outcomes and Confidence, Leading to Higher Retention among Marginalized Girls**

The project has had demonstrable success in increasing girls’ retention, improving learning outcomes and building self-awareness and self-confidence among learners. A review conducted by PwC for the UK Department for International Development (DFID) concluded that, “The project is an

excellent example of how a range of connected interventions are supporting better learning outcomes on a very large scale.”

The DFID Girls’ Education Challenge Project end-line evaluation found that CAMFED’s intervention, including the Learner Guide program, has resulted in double the rate of learning in literacy, and five times the rate of learning in Mathematics, among marginalized girls. The program has also led to statistically significant reduction in school dropout rate; the likelihood of a girl dropping out in intervention schools was one third less likely compared to comparison schools.

The end-line evaluation recorded that 97% of girls found the learning materials provided through the programme as helpful in helping them pass their examinations, and 94% of girls reported that the life skills sessions delivered by Learner Guides had resulted in a behavioral change, for example in self-directed learning, an improved culture of reading, or improved school attendance.

Qualitative analysis found that the ‘My Better World’ life skills curriculum delivered by Learner Guides builds confidence, encourages goal-setting, and helps students to recognize the importance of academic achievement in achieving their goals.

### **Greater Economic Independence, Leadership, and Activism for Girls’ Education among Young Women**

The program builds on CAMFED’s model of support for girls’ education and young women’s empowerment by improving girls’ educational access, ensuring that there are adequate support structures at schools and in the community, as well as building young women’s confidence and leadership.

Through the training and loans they receive, Learner Guides acquire economic independence while helping vulnerable children to succeed in school, thereby multiplying the returns of their own education to the benefit of their communities. The result is a virtuous cycle of development: the investment in girls’ education builds the activism of educated young women, which in turn raises girls’ aspirations and success.



*Students at Kiromo Secondary school holding My Better World Life Skills manual*

*Life skills session at secondary school facilitated by Learner Guide*



## How Right to Play's Play Based Learning addresses space constraints and minimal resources in Tanzania- RTP

**Right To Play, Tanzania:** Demand for provision of quality education for children 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. With 1:135 teacher-student ratio innovation must take precedence thus the introduction of PBL in large classrooms.

Right To Play in Tanzania operates in three regions which are Dar-es-Salam, Mara and Morogoro, in collaboration with the Government, local and international NGOs and community-based organizations on two outcomes areas: Quality Education aiming at 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.

**Child-Centered Play Based Learning** Is the philosophical and pedagogical foundation of the Right To

Play's approach to education which consists of **play-based learning** which is An experiential, participatory and guided approach which enhances the teaching and learning process. Through play-based learning (PBL), children organize and make sense of the world as they actively engage with their peers in educational games and activities; and building **positive learning environments** the one that encourages well-being and sense of belonging, contributes to children's healthy development and life-long learning. Teachers, children, and families work together to create safe, trustworthy, and respectful relationships by understanding and celebrating diversity. At the heart of child-centered learning is child's right to quality education, to grow and develop to their fullest potential.

To date, RTP has been able to build teacher's capacity in the use of Play Based Methodology both in teaching curriculum subjects in the classroom and building life skills through PBL games outside the classroom. These trainings are implemented in a Continuum of Teachers Training (CoTT) in all our partner schools (93 primary school) as we complement the Government of Tanzania's efforts on improving teachers teaching practices.



*A teacher observing students following instructions in one of the Play Based Learning in the classroom setting.*

## ABOUT TEN/MET

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

### MISSION

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

## 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.