



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

March 2019 Newsletter



MY EDUCATION, MY RIGHT

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Word from the coordinator

Am delighted to bring to you a reflection on a need to increase investment in disability inclusive education in Tanzania. There are two reasons why I consider this reflection to be of an importance for us all as CSOs and as a nation at large. The first reason is, the cost of exclusion is great for individuals, their families and the country henceforth a collective action is imminent. The second reason is; there are about 32 million children with disabilities in low and middle income countries who are out of school and denied education. This number continues to grow each day, each hour putting children with disabilities at even more greater risk. Disappointingly, those children with disabilities who do make it to school are mainly in segregated settings, and indeed receiving poor quality education which increasingly leaving them shut out from the mainstream community and inhibit their aspirations to pursue a decent livelihood. The impact of neglecting children with disabilities is far greater slicing through entire society fabrics.

TEN/MET is committed to ensuring and fostering disability inclusive education in Tanzania is realized and its within our core agenda. Our commitment is to build capacity of our members in addressing various issues that affect and inhibit children with disabilities to attain their education ambition and aspiration. TEN/MET recognizes that it cannot do this alone, rather a collective effort is key. Thus, we call upon all development partners, the government of Tanzania, CSOs, families and communities to step action and increase investment in education financing

with emphasis on disability. On 2nd and 3rd May 2019, TEN/MET shall be attending 11th Bunge session in Dodoma where education budget shall be tabled. It's so important for all members who shall be attending this session to position themselves to reflect on education financing and analyze various key elements of the 2019/2020 budget.

There are various actions we can do to promote disability –inclusive education in Tanzania as CSOs. Some of which include; building internal capacity on disability – inclusive education among education staff where we operate. Develop a disability policy and action plan with indicators in line with the UN Convention on the Rights of persons with disabilities (UNCRPD). Regularly produce and review data on education funding, disaggregated by levels of education, disability and equity indicators. Invest in building the capacity of Disabled People's Organizations (DPOs), parent organizations and civil society organizations working in disability inclusive education to hold governments accountable and participate meaningfully in education sector planning process.

On the other end, it is high time that the Government of Tanzania allocate at least 6% of GDP of national budgets to education. It also needs to strategize and priori-

tise in early childhood development for children with disabilities, including developing professional skills and community –based approaches to early intervention. This must include strengthening early detection and intervention services to eliminate or reduce the disabling effects of impairment. We also call upon the government through its structures to invest in improving data and evidence on disability – inclusive education. Furthermore, the government should use tested strategies and put in place social protection mechanisms to address the multiple disadvantage faced by children with disabilities who, for example, are girls, orphans, come from pastoralists and / or live in remote rural regions or slums / informal settlements.

TEN/MET also calls upon development partners to step up to the challenge and technically and financially support all initiatives aimed at fostering inclusive education for children with disabilities. Work with the government of Tanzania to assess how education programmes and funding given by the development partners address disability – inclusiveness. DPs should Increase financial contribution to the national education sector plan with emphasis on inclusive education. With collective efforts we are geared towards making disability responsiveness in education the center stage of our focus. As partners in education we must ensure inclusive and equitable quality education is granted to all- leaving no one behind.



Ochola .O. Wayoga
National Coordinator

STORIES OF CHANGE FROM MEMBERS

- **Capacity Building to Primary School Teachers—Helvetas**

- **Art therapy as a way of making children living with disabilities active participants and open up their talents.-WeWorld**

- **Disability is not Inability: Art therapy as a way of promoting inclusive education- WeWorld**

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Capacity Building to Primary School Teachers—Helvetas

HELVETAS is an international network of independent affiliate member organisations working in the field of development cooperation and emergency response. As a network, the organisation promotes the fundamental rights of individuals and groups and strengthen governments and other duty bearers in their services provision. The HELVETAS network builds upon six decades of development experience. With 1400 collaborators, it is engaged in more than 30 countries. The affiliated members share a common vision and mission and subscribe to common working principles and policies. The members implement joint development programmes and adhere to a common strategy including defined working approaches and thematic areas of intervention. HELVETAS is implementing a number of projects in Tanzania and is partnering with TTU to implement the QUEETS - SITT project in the regions of Arusha, Manyara and Kilimanjaro.



Helvetas in collaboration with Tanzania Teachers Union (TTU) through the QUEETS-SITT project trained 600 teachers in the northern part of Tanzania (Arusha, Manyara and Kilimanjaro regions). The training sessions took place at Patandi Teachers' College in Arusha region. The training lasted for three consecutive weeks involving 200 teachers teaching Mathematics, English and Science. The sessions aimed at helping teachers to use practice-based teaching and use of teaching and learning

aids from the local environment with special and friendly ways of imparting knowledge to pupils and strengthen competencies of teachers and pupils towards improving the quality of primary education in Tanzania. Through peer learning, about 2400 other teachers and about 80,000 pupils will benefit from the trained teachers from the 200 primary schools.

The Quality Education through the Expert Teachers System through the School based In-service Teacher Training (SITT) approach launched in 2017 is rolled out to 200 primary schools and 6 Teacher Colleges located in the northern zone namely Patandi TC, Monduli TC, Marangu TC, Mandaka TC, Singachini TC and Mamire TC. This links pre-service and in-service teachers in applying practice-oriented teaching and learning.

The Tanzania education system is good, all the subjects are relevant to modern day adaptation, the only thing left is to ensure that, lessons are delivered in friendly and easy to absorb ways in order to make learning fun and subjects easy to understand among both pupils and teachers.

So far, in total the QUEETS project since its start in 2000 has directly trained 6,612 teachers and 1838 head teachers from 1838 primary schools in Arusha, Manyara and Kilimanjaro as well as 35 tutors and



principals from 7 teachers' colleges and supported about 10,000 text books.

Through cascade model, the programme has so far reached 16,418 teachers, with others being taught through 'School Based in Service Teachers Training,' (SITT) and already 988,000 pupils including those with disabilities are benefiting from the project. It wasn't easy to take all teachers for the training but the few of them who had the opportunity go back to induce the knowledge to fellow teachers through conducting model lessons in their respective schools. The government is satisfied with SITT approach as it is cost effective and time saving way of sharpening



teachers' skills and continuous professional development without them leaving their work places.

Training teachers while still teaching at their respective schools is way forward in improving education as well as upgrading our teachers and with new methods aiming at making learning easy for our pupils stand to also benefit said Dr George Jidamva - the Assistant Director of Primary education - PORALG.

However, during the closing session of the training workshop the Deputy Permanent Secretary from PORALG Mr. Tixon Nzuda commented for the initiatives made through the SITT approach and would like to see it practiced to all schools in the country, "This SITT approach, the way it is working is typically aligned with competence based curriculum, and this is what I am preaching wherever I visit to schools, hence it is the best model which I think can be helpful to our teachers in transforming their way of teach-



ing".

TTU representative Mr. Reginald Christonsia commented that "TTU has been transformed from the previous association which demanded pay-rise and incited protests, into a professional body advocating for its members' development". Teachers also testified that after attending previous training sessions, teaching had been made easy.

Art therapy as a way of making children living with disabilities active participants and open up their talents.



WeWorld is a non-profit non-governmental, non-confessional, non-political, independent organization for development. Founded in Milan (Italy) in 1999, WeWorld works in Italy, Asia, Africa and Latin America to support children, women and local communities in the fight against poverty and inequality and to promote sustainable development. The mission of WeWorld is to promote and safeguard children's and women's rights in Italy and throughout the world.

WeWorld Tanzania, established in December 2011, is leading a school-centered programme to improve quality of primary education and child protection in 30 government schools in three geographical areas, namely Temeke, Kinondoni Municipalities in Dar es Salaam and Ludewa district council in Njombe region.

As part of the programme, in Kinondoni Municipality WeWorld have been conducting Art Therapy sessions for children living with disabilities in two primary schools, Mtambani and Kawe A. Kawe A has a total number of 1315 pupils (652 girls and 663 boys) of which 55 (33 boys & 22 girls) living with disabilities. The Art Therapy program involved 48 children aged between 6 and 17 years with motor impairment, intellectual disabilities, down syndrome, autism and other

forms of undiagnosed mental disorders. 10 children without disabilities were also involved in the Art Therapy sessions conducted. Sessions were conducted in the school, providing one of the classrooms with mats and the needed materials.

Children were divided into 4 groups of 12 children each, with 2 children living without disability and 10 children living with disabilities.

The presence of a mixed group during the sessions allowed children who have difficulty in grasping the meaning of the explanations or taking the initiative by themselves to fit in the dynamics of the tasks, by imitating and getting help from those without disability.

Art Therapy involves the use of creative techniques such as drawing, painting, collage, coloring, or sculpting to foster healing and mental well-being. In the case of this project, Art therapy becomes an ally in the creative adventures of children.

During the sessions, children experienced the use of the five senses such as touch, hearing, sight, smell and

taste and creative art. Children were oriented to keep their performed works in a folder for future view and comparative analysis on what and how they are progressing, physically and mentally. The folder allows the Art therapist to safely preserve the work performed by the children during the sessions, expressing respect for them and giving importance to what they created. On the other side, children were able to recognize and understand well their folders with the drawings they made over the period of the program. This has contributed to build up children's trust in the therapist and love to the program.

Art therapy is not a laboratory to keep the kids busy but is a creative process during which "differently able" children explores, expresses and frees their emotions while enhancing their physical, mental, and emotional well-being. The artistic product is no longer the aim but is one of the elements of the process.

The activities have been designed and conducted in a funny way and this was fundamental to create a friendly atmosphere that helped children to actively participate to the sessions. Madam Urusa, responsible for the pupils living with disabilities at Kawe A primary school, was supportive for the whole period of



the programme, learning by doing.

The children were stimulated to draw freely with the aim of encouraging their personal expression, using acrylic water colors and brushes. The paper sheets were hanged on the wall of the classroom at different heights to facilitate children with mobility difficulties to draw. Children involved in the sessions experience serious physical disability that is often associated with mental retardation. From the stories collected by parents, disability was caused by traumas during pregnancy, pregnancy infections but there are also genetic conditions and metabolic disorders behind it. These children often have a combination of motor, sensory, perceptual and cognitive problems. Painting forces these children unconsciously to do body movement unlike the physiotherapy and rehabilitation exercises. The act involves several muscles in a coordinated way, in a pleasant and playful context, certainly more welcoming than a physiotherapy sessions.

It was amazing to see how children come into this game of paint that they gradually take seriously. At the beginning all the children had a moment of fear, since no one had used a brush before and did not know how to use colors. To facilitate the work, as referred by the therapist "I invited children to observe first the colors and brushes in their hands and

after to touch them. I don't make many explanations, but I look at the child who approaches painting for the first time. I see if the baby holds the brush well and he uses it with delicacy and attention, using it in a proper way as expected puts it in a fixed rule". This happens when the child is freely treated without interruptions he/she will work well without fear as she owns the process with passion and love. The paint is a simple act that children immediately assimilated. The Art therapist taught them rarely with short explanations on how to use the materials, taking children's hands and helping them to perform the correct gesture. This helped all children to actively participate during the sessions.

The Art Therapy activities have improved the school attendance of children living with disability as teachers are using the same methodologies and techniques acquired during training. Also the school management provides some materials to make sure the program is continuing at the school. Art Therapy is an innovative way to help children living with disabilities and should be encouraged by parents and teachers as not only children's' mind and body are actively stimulated but also their "hidden" talents are discovered in the long run of the program.



Disability is not Inability: Art therapy as a way of promoting inclusive education– WeWorld



Children hold the future in their hands — this includes children with disabilities. Children with disabilities are vital and valuable part of the society, yet most marginalized and vulnerable group of people in the society. They are abused, exploited and excluded by the families and societies they live in, denying their inalienable and recognized rights such as right to education, right to participation and association, right to express feelings and emotions, and right to personal development. Why! Because of ignorance among parents, guardians, relatives and society at large.

Disability is not Inability! That's why it is so vital that children with disabilities be set up for present and future success. One way these children can be set up for success is through Art Therapy that ease the symptoms of their particular disabilities.

"Art therapy has conquered children's heart through different practices of art being free painting, pottery and making of some kind of reflection using manila papers and mostly important have nurtured and sharpened children's senses (taste, touch, smell, hearing and sight) through a friendly and easily understood method" as reported by the teacher at Mtambani primary school, Mrs Elizabeth Sanga.

Have you ever heard about Art Therapy? If not, here it is! Art Therapy "employs the creative process of art

letting people express and explore their thoughts and emotions while supporting and improving the physical, mental, cognitive, and spiritual health of individuals of all ages." You do not even need to be very artistic or creatively talented to take part in this therapy!

WeWorld Tanzania, established in December 2011, is leading a school-centered programme to improve quality of primary education and child protection in 30 government schools in three geographical areas, namely Temeke, Kinondoni Municipalities in Dar es Salaam and Ludewa district council in

Njombe region. In the framework of the programme, WeWorld Tanzania is promoting an inclusive education approach by using Art Therapy to allow students with special needs to fully participate in the school activities and help them to express and explore their emotions, improve self-esteem, manage addictions, relieve stress, and cope with a physical illness or disability.

Art Therapy sessions have been conducted at Mtambani primary school located at Bunju ward in Kinondoni Municipal. The school have 2231 pupils, among them 48 (16 girls and 32 boys) are living with disabilities. Children with disabilities, aged between 6 and 17 years, and 10 children without disability were involved in the Art Therapy sessions. Children were divided into groups to encourage more participatory and active engagement among the children in the class. Children involved in the sessions have motor impairment, intellectual disabilities, down syndrome, autism and other forms of undiagnosed mental retardation. During the Art Therapy sessions the children learn using the five senses of the body such as taste, touch, smell, and hearing and sight. The more they use their senses the more they develop the ability to learn using them. The senses are important as they help children to learn, promote interactions, develops motor skills through a friendly and interactive ways.

At the beginning children had some difficulties in us-

ing hands or other working tools like scissors but with the help of the Art therapist, teachers and fellow pupils most of them were able to cut and collaging nice objects like flowers, hearts and animals.

Moulding clay was another way of using the sense of touch which can stimulate small hand movements and tactile sensitivity that is very important for children who have physical limitations due to spastic paralysis. Moulding clay also stimulates socialization among children. Clay is a soft material that can take all forms and can develop children's imagination. Children have made many objects: cars, bikes, animals, flowers. That was very gratifying for their self-esteem.

The other way for engaging children in a participatory manner involves drawing "Shapes". The Art therapist, Dr. Luigi, reported "we begin, as usual, with greetings and expressing feelings like the mood of the day. I ask the pupils to form the pairs meaning they should be two to do the assignment ahead of them, and then I put a big sheet on the floor where the children have to lie down while the companion with a pencil draws the shape of their body. When all the shapes are ready, I ask them to color them using colors or fabrics, paper, all objects that represent what they like, what everyone has inside. When everyone is done, I ask to look at the shapes and if they want to change something. Ideally, this is a work on emotions, because within the shape you can place all your emotions by making them visually present with different characters and reactions within the individual that can be seen in their complexity.

The children were all curious about the idea of drawing their shapes and their fellows. Some kids were a little puzzled because they did not understand the meaning but after drawing everyone was happy with the experience. Later music and dancing were also used as part of the session to involve the hearing sensory organ of the body in the process. The children like music a lot!

The pictures below show how other senses were experienced by children by walking on a rope while their eyes were covered or by touching something inside the box and guessing what it was or showing some facial expressions for those who cannot speak.

The use of the sense of taste was experienced by children who cannot speak. Their facial expression tells the test they have felt on the tongue in their mouth i.e bitter, sour or sweet.

The benefits of Art Therapy for children with disabilities and without disabilities are amazing! For the child who has disabilities, it has been proved that Art Therapy has many outstanding benefits. Just a few of those benefits include anxiety/stress relief, increased socialization, self-awareness and self-esteem, and emotional coping.

Art is a wonderful venue for people of all ages. Open the world of art to children and the sky is the only limit they have. Art therapy unlocks the wonders of art for a Special Needs child and amazing things can happen. There is freedom that artistic expression allows all of us to naturally engage children to speak for themselves.



LET'S' READ PROJECT REPORT— So They Can



So They Can (STC) is visioning all pupils in STD 1&2 being able to read as per MoEST guideline and curriculum requirements at the end of their Standard 2 levels. To do this So They Can is implementing Lets' read together project as a pilot project in 8 schools out of 26 program schools which have been increasing from 2 schools in 2017 when the project started 7 schools by December 2018 to 8 schools by January 2019.

On implementing Lets' read project, So They Can has supported the schools to learn about establishing schools based libraries as well as provided different kind of story books and other supplementary learning materials for standard one and two pupils. The aim is to enhance reading skills to pupils at the level of standard one and two.



By January 2019, a total number of 1294 copies of books have been donated to the eight schools which are implementing this project. The books have not

only been used during the library sessions which is happening twice per week, but also the teachers have been using the books as a supplementing reading skills and other skills like reading. The books have been useful in teaching pupils letter sounds thus teaching reading skill have been made easy.

The teachers from the project schools have been reporting that, pupils now have access to different kinds of books which have helped them to improve their reading speed and accuracy compared to the time when there was no books (library). Apart from that, through donating the books, the number of pupils who have access to the books has increased, example in February 2019, 788 pupils (420 boys and 368 girls) have reported by schools conducting lets' read project that they have accessed and read the books.

Increase the transition rate for standard one and two pupils. The number of pupils who are able to read by the end of their standard one and two classes has increased. Teachers from Chalo and Kwaraa primary schools (which are among the schools implementing this project) have shared the improvements in the number of pupils who were able to read by the end of last year which helped them to qualify to move to



another classes.

Through implementation of this project, we have learned that, pupils have not only improved their reading, but also developed interest in reading behavior as the books have got very attractive stories which encourage the pupils to like them, the teachers say that, even in the absence of a teacher in the classroom, the pupils could stay quiet and read book something which was not happening before.

Monica Kibena's dream classroom at Madizini Pre & Primary School, Morogoro- Children In Crossfire



"I have always dreamed of teaching in a private school because they all seemed to have more attractive learning and teaching environment, unlike government schools" says pre-primary class teacher Monica Kibena of Madizini Primary School in Morogoro. "Watoto Wetu Tunu Yetu program allows me to experience my dream, but I hope the government can keep supporting schools beyond this project, through capitalization grants."

Monica, one of the 'star-teachers' of Watoto Wetu Tunu Yetu initiative of Children in Crossfire (CiC), implementing the Integrated School Readiness Program, immediately grasped the principles of play-based learning for young children at the training conducted by Childhood Development Organisation (CDO) and CiC in June 2018.

When she got back to her school she lobbied the school leadership for resources to repaint and 'decorate' the inside of her pre-primary classroom with educational drawings.

"Together with parents, we started making locally sourced learning materials for populating learning corners of language, arithmetic and games following official guidelines for developing children's pre-reading, pre-writing, arithmetic skills," Monica says and adds that if it was not for lack of space in her classroom of 155 children, she would have added two more corners, dedicated for health and environment because "at their age it is the right time to open up the world in as many ways as possible because it sets the right foundation for future success."

What makes Monica stand out is more than her exceptionally well equipped, decorated and attractive classroom that took a just few months to transform from a dull environment full of desks that were too big for the children's use. Monica's self-drive is remarkable, demonstrated by the extra hours she put working on her classroom, learning and acting on new ideas as well as her willingness to share knowledge with other teachers in Mvomero and beyond. By the time a refresher training was held in December 2018, Monica had a chance to share her success story with peers and inspire them to follow her footsteps.

"We receive more visitors to our school these days, most come to see the pre-primary classroom," says Madizini Head Teacher, Darini Nassoro. "Recently Mvomero Council leaders visited and directed us to appoint a teacher to be mentored by Monica because she may be needed to teach her peers in school that are not covered by Watoto Wetu Tunu Yetu program."

CiC's Watoto Wetu Tunu Yetu implements a country programme 2017-21 promoting quality early childhood experience in Mvomero and Kilombero districts in Morogoro and Ukerewe and Misungwi districts in Mwanza working in close collaboration with the government and regional partners CDO and TAHEA Mwanza reaching over 10,000 children reached daily. Some of the children reached are part of Monica's classroom, incidentally whose parents moved them from private schools because the quality of pre-primary experience delivered at the government school is much higher!



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 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.