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ACRONYMS

BEST	-	Basic Education Statistics in Tanzania
BPR	-	Book to Pupil Ratio
CDW	-	Children with Disabilities
CSOs	-	Civil Society Organizations
ECD	-	Early Childhood Development
ESDP	-	Education Sector Development Plan
FGM	-	Female Genital Mutilation
GER	-	Gross Enrolment Rate
MET	-	Mtandao wa Elimu Tanzania
NER	-	Net Enrolment Rate
SPR	-	Student-to-Book Ratio
SRHR	-	Sexual and Reproductive Health Rights
TEN	-	Tanzania Education Network
TSR	-	Teacher-to-Student Ratio
TZS	-	Tanzania Shillings

EXECUTIVE SUMMARY

This report aims to provide a summary of TEN/MET CSOs' contributions to the education sector in Tanzania for the financial year 2022/2023. It is a compilation of the efforts of 106 individual organisations which constitute part of the network. Data were collected using a standardized questionnaire based on five TEN/MET thematic areas. Each organization reported interventions, locations in which those interventions were carried out, male and female beneficiaries, the amount spent in TZS and the outcome achieved following the implementation of specific activities. The CSOs were also requested to report specific contributions in terms of school infrastructure constructed or learning and teaching facilities donated. During analysis, individual organizations' contributions were combined to give a national-wide picture of the TEN/MET CSOs' contributions in the past financial year

Learning Environment: TEN/MET contributed learning material to pre-primary, primary and secondary schools in various locations in Tanzania. The network constructed school infrastructure including 139 classrooms, 169 toilets, 35 offices, eight dormitories, six teachers' houses, two libraries and one laboratory and one library. Also, TEN/MET donated school infrastructure including 5,226 desks, 740 chairs and 387 tables. Furthermore, the network conducted community sensitization and mobilization events besides holding events geared towards strengthening its partnerships with government ministries and agencies.

Child Protection: TEN/MET conducted assessments on the status of child protection. Those initiatives were intended to identify areas that needed attention and they served as baselines against which TEN/MET could direct their initiatives. Also, the network provided legal aid to 692 children in need, established child protection committees with 3,397 members, established child protection clubs with 48,059 members and protected girl children through the formation of anti-FGM clubs with 22,375 ambassadors

Early Childhood Development: TEN/MET provided incentive packages to 8,449 teachers and caregivers especially ones that were involved in ECD. The network also financed the recruitment or internship of 128 ECD teachers and conducted several advocacy campaigns to promote access and provision of quality ECD reaching 742,522 primary beneficiaries. Furthermore, TEN/MET conducted sporting events in various locations in Tanzania to promote ECD in various locations.

Girl Child Education: In endeavours to promote girl child education, TEN/MET made such initiatives as the formation of gender clubs with 10,067 members, provision and facilitation of life-skills training to 638,975 students and pupils, and sponsoring educational expenses for 250,727 students/pupils who were mostly girls. Also, the network conducted capacity-building programs for 2,055,637 participants who were teachers, parents and community members.

Inclusive Education: TEN/MET provided special learning facilities including 573 computers, 829 tablets, 10,145 play-based materials, 30 smart devices, 1,261 assistive devices and 573 bicycles. Beneficiaries of those materials were 202,017 students and pupils from marginalized

communities. Also, the network established 72 satellite schools which served 5,845 as an initiative to promote access to education among children from disadvantaged communities. Furthermore, the network contributed to school feeding programs which benefited 150,946 students/pupils besides providing psychosocial support to those affected.

Other contributions: Other than contributions on those five thematic areas, the network conducted 22 policy researchers whose findings may contribute to improving the state of provision of pre-, primary and secondary education in Tanzania. They also indirectly contributed TZS 7,239,572,830 to the Government of Tanzania through income taxes (PAYE) and service development levy (SDL). In total, TEN/MET spent TZS 46,943,522,145 to finance various educational-related activities in the ended year 2022/23.



PART I

INTRODUCTION

1.1 Organizational background

TEN/MET is a national network of 219 educational Civil Society Organizations (CSOs) established 24 years ago to advocate for equitable access to quality education for all. TEN/MET members are located in all parts of Tanzania's mainland. Specifically, the member organizations are found in the Coastal, Eastern, Southern, Central, Western, Northern and Lake zones. TEN/MET is both an active actor and a network that coordinates all its members for a collective voice towards the achievement of education for all goals in the country.

TEN/MET envisions “a national education system through which every Tanzanian child has the opportunity to engage in quality education”. This mission is achieved through its vision of “coordinating and strengthening education Civil Society Organizations in Tanzania through networking, capacity building, research, and advocacy”. The Network's initiatives are directed towards five thematic areas that are: - (i) Learning Environment (ii) Child Protection (iii) Early Childhood Development (iv) Girl Child Education, and (v) Inclusive Education.

1.2 Current status of provision of education in Tanzania

In recent years, the education sector in Tanzania has registered various milestones in pre-primary, primary and secondary school sub-sectors. Evidence from Basic Education Statistics in Tanzania (BEST, 2015 – 2022) shows that in the pre-primary sub-sector, enrolment increased from 1,377,182 to 1,390,825. Similar trends were also witnessed between 2016 and 2020 where Gross Enrolment Rate (GER) increased by 3 %. Accordingly, the number of pre-primary classrooms increased from 18,157(2020) to 18,554 (2022) while Book to Pupil Ratio (BPR) also improved from 1:74 in 2019 to 1:4 in 2020.

In the primary school sub-sector, classrooms increased from 115,665 in 2015/16 to 136,292 in 2020/21. New schools constructed also increased from 16,899 in 2016/16 to 17,804 in 2020/21. During that five-year duration, about 2.3 million new learners were enrolled on various primary schools in Tanzania. GER in primary education increased from 96.90 in 2016/17 to 109.7% in 2020/21 due to a fee-free basic education policy. In the same accord, the Net Enrolment Rate (NER) increased from 84% in 2016 to 95.3% in 2020. The evidence further showed that the number of enrolled disabled children increased from a total of 54,294 in 2019 to 60,823 in 2022. This increase was brought by recent interventions to improve primary school infrastructure as well as improved provision of special educational equipment and assistive devices to cater for the diverse needs of pupils.

Noticeable milestones were also recorded in the secondary school sub-sector in the previous five years. For example, the number of secondary schools in the country increased from 4,708 in 2015 to 5,330 in 2020. Enrolment in lower-level secondary schools (Form 1 - 4) increased from 1,648,359 in 2015 to 2,185,037 in 2019. Similarly, enrolment into high-level secondary schools (Form 5 - 6) increased from 126,024 in 2015 to 153,420 in 2019. NER for secondary schools increased from 27% in 2016 to 31 %in 2018.

Nevertheless, the provision of pre-primary, primary and secondary school education in Tanzania is still facing big challenges. In the pre-primary sub-sector, the Net Enrolment ratio (NER) declined from 44.6% in 2016 to 38.7% in 2020. In some regions, the Teacher-Pupil Ratio (TPR) was as high as 1:299. In the primary education sector, the Gross Intake Ratio (GIR) in primary schools dropped from 120% in 2016 to 99.1% in 2022. This shows that the number of children enrolled in primary Standard One was less than the number that should have joined the school and further explains the drop in annual enrolment in lower primary schools. Teacher-Pupil Ratio (TPR) declined from 1:42 in 2016 to 1:56 in 2020. In secondary schools, the teacher-student ratio (TSR) was still high. The rural government schools still lacked effective laboratories. Many rural schools lacked dormitories, the fact that barred girl children from full participation in the secondary school education system even when those chances had been availed to them.

It is of interest to note that even while pupils had been enrolled in schools, their full participation in the learning processes was hampered by a lack of relevant learning facilities. BEST (2022) showed that the Latrine-Pupils Ratio in primary schools in Tanzania was still high at 1:54 for boys and 1:51 for girls. Also, the Desk-Pupil Ratio was 1:4 meaning that on average four children shared a three-seater desk. Similarly, it was evidenced that 54,830 pupils with disabilities and 936,632 children living in vulnerable environments were enrolled on primary schools in the country.

Based on the above background, the CSOs' contribution, whose details are provided in the next sections, was in line with the national Education Sector Development Plan (ESDP) 2022/26 objectives. Specifically, those efforts contributed to the plan's thematic areas like access, participation and equity, inclusive education, quality and relevance of education and training, and education financing. Given the challenges briefly stated above, TEN/MET continues to contribute towards further improvement of the education sector; both in the near and long future.

1.3 Methodology

This CSO contributions report is a compilation of contributions of 106 individual organizations to the education sector in Tanzania mainland for the financial year 2022/2023. Data were collected using a standardized questionnaire based on five TEN/MET thematic areas. Each organization reported interventions, locations in which those interventions were carried out, male and female beneficiaries, the amount spent in TZS and the outcome achieved following the implementation of specific activities. The CSOs were also required to report specific contributions in terms of school infrastructure constructed or learning and teaching facilities donated. During analysis, individual organizations' contributions were combined to give a national picture of the CSO contributions in the ended financial year 2022/2023. A combined approach in the presentation of data provides a quick grasp of aggregated contributions in each of the reported themes. Tables and photos were used to make CSO contribution clearer to readers. Since the organizations which contributed to this report were TEN/MET members, the words "CSOs" and "TEN/MET" are used interchangeably.

1.4 Layout of the report

Other than the above introduction, this report presents TEN/MET contributions in separate five thematic areas. Parts 2, 3 and 4 of this report present contributions to the learning environment, child protection and early childhood development respectively. TEN/MET contributions to girl child education and inclusive education are presented in parts 5 and 6 of the report. Lastly, part 7 presents contributions in research for advocacy before offering summarized monetary contributions for each key intervention area.

PART II

LEARNING ENVIRONMENT

The goal of quality education has to be provided in the relevant learning environment. Such an environment requires suitable and adequate infrastructure, appropriate learning and teaching facilities, as well a secure environment. In the year 2022/2023, CSO interventions in these areas focused on the construction of school infrastructure, contributions to the attainment of school furniture, community sensitization and mobilization, provision of learning material and strengthening partnerships with ministries and government agencies. Details on each of those interventions are provided in the subsequent sections.

2.2 Construction to School Infrastructure

TEN/MET contributed to the improvement of the learning environment by constructing such school infrastructure as toilets, classrooms, offices, dormitories, libraries, teachers' houses and a laboratory.

Table 1: Types of school infrastructure constructed

Toilets	Classrooms	Offices	Dormitories	Teachers' houses	Libraries	Laboratory
169	139	35	8	6	2	1

The interventions targeted schools in various regions including Arusha, Kigoma, Tabora, Dodoma, Mwanza, Mtwara, Morogoro, Manyara, Mbwaya, Dodoma, Tanga, Iringa, Shinyanga and Rukwa. Direct beneficiaries of the infrastructure support were 91,906 pupils and students; both females and males as shown hereunder.

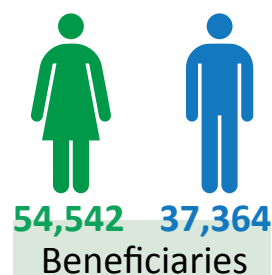


Table 2: Beneficiaries and amount spent on school infrastructure

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
54,542	37,364	91,906	4,345,410,279



Figure 1: Classrooms constructed by So They Can in Mbulu District, Manyara.



Figure 2: Girls' toilet constructed by HakiElimu at Dundani Sec. School, Mkuranga District

Outcomes

Completion of the infrastructure in Table 1 contributed to the attainment of the following outcomes; among others

- Improved enrolment especially in the pre-primary school classes
- Improved classroom-pupil ratios
- Improved girls' retention due to reduced walking distances which made them prone to SBGV
- Increased school attendance among girls mainly due to constructed toilets with changing rooms for girls and water supply

2.3 Contributions to School Furniture

TEN/MET contributed school furniture in terms of facilities like desks, chairs and tables. School furniture contributions targeted needy schools in Tabora, Morogoro, Manyara, Arusha, Mwanza, Dar es Salaam, Iringa, Tanga, Pwani, Shinyanga and Singida regions



Table 3: Types of furniture and amount spent

Desks	Chairs	Tables	Amount spent (TZS)
5,226	740	387	869,347,447

Outcomes

- Increased enrolment of pupils in primary and secondary schools
- Increased learning motivation among pupils/students given that some of them used to sit on wet floors during class sessions.
- Improved desk-pupil ratio



Figure 3: Desks donated by CAMFED to schools in Kibiti District

2.4 Community Sensitization and Mobilization

A total of 42 CSOs conducted community sensitization events to create awareness of various education-related issues. Attendants (participants) in those events were mostly women; something which points to their awakened realization of the importance of their children’s access to quality education.



796,418
Attendants

Table 4: Beneficiaries of community sensitization and amount spent

Attendants			Amount spent (TZS)
Female	Male	Total	
771,754	24,664	796,418	201,649,340
96.9%	3.1%	100%	

Mobilization campaigns were conducted in Tanga, Morogoro, Tabora, Manyara, Dar es Salaam, Dodoma, Arusha, Mwanza, Mtwara, Pwani, Mara, Mbeya, Singida and Kagera regions. In those events, community members were sensitised on the importance of parents’ active involvement in school development through the formation of active committees. Some initiatives advocated for girls’ access to sanitary pads, a hygienic environment and water in schools. In mobilization campaigns, community members built classrooms, and toilets and also made contributions for meals to feed children in schools.

Outcomes

- Improved community contributions to the school learning environment
- Increased community ownership of schools and their entire environments
- Improved accountability following the formation of active school committees
- Increased girl children’s enrolment in schools
- Increased awareness of the importance of girls’ education among community members
- Increased commitment of parents in making follow-up of their children’s academic progress
- Increased confidence among girls
- Reduced pupil absenteeism due to enhanced community awareness and desks procured

2.5 Strengthening Partnerships with the Government

The CSOs established partnerships with ministries to strengthen education systems towards better learning environments in early, primary and secondary schools. The CSOs held partnership meetings and workshops with government officials in different administrative regions in Tanzania including Dodoma, Morogoro, Kagera, Dar es Salaam, Geita, Manyara, Shinyanga, Iringa, Mwanza, Mara, Rukwa, Kilimanjaro, Iringa, Arusha, Pwani, Mbeya and Tabora regions. They also engaged several ministries including Education and Vocational Training, Health, Community Development Gender and Children, Justice and Constitutional Affairs and President’s Office – Regional Administration and Local Governments. Those partnership events brought together a total of 15,782 from different offices.

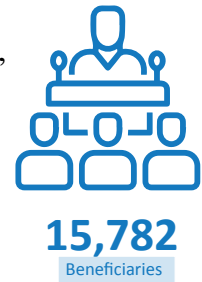


Table 5: Delegates to partnership workshops and amount spent

Delegates			Amount spent (TZS)
Female	Male	Total	
7,899	7,883	15,782	995,963,959

Outcomes

- Increased awareness on parents to participate in school development programmes, child safeguarding and protection
- Increased community cash contribution for school infrastructure.
- Increased dialogue with the government towards education sector policy changes
- Improved awareness of Ministers and MPs on policy and budget gaps for girls’ education
- Increased enrolment of children with disabilities in pre and primary schools



Figure 4: Participants in the education policy review workshop organised by Shule Direct in Dodoma.

2.6 Provision of Learning Materials

TEN/MET contributed learning material to primary and secondary schools in various locations in Tanzania. The learning material included textbooks, life skills books, play-based learning material, exercise books, pens, worksheets, visual aids, story books and sets of learning kits for children; among others. Those materials were distributed to schools in Kilimanjaro, Rukwa, Mwanza, Pwani, Mbeya, Mara, Tabora, Manyara, Dodoma, Dar es Salaam, Iringa, Morogoro, Shinyanga and Arusha regions. Primary beneficiaries of those materials were 976,338 pupils; both females and males as shown hereunder.



976,338
Beneficiaries

Table 6: Beneficiaries of learning material and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
414,638	561,700	976,338	1,657,501,512

Outcomes

The initiatives to provide learning material to schools contributed to the attainment of the following outcomes

- Improved school attendance
- Improved school enrolment rate for pre-primary pupils
- Increased children’s learning motivation
- Improved mastery of the 3Rs
- Improved girls’ retention in school

ART III

CHILD PROTECTION

Child protection interventions aimed at strengthening systems in schools and communities to prevent and respond to child abuse and violence. Largely, TEN/MET interventions targeted the girl children, especially the ones from marginalized groups and those with disabilities. Guided by the legal framework established by the Child Protection Act 2009, specific initiatives in the ended financial years involved engaging government ministries and agencies, conducting child protection assessments, providing legal aid aimed at safeguarding affected children's rights, establishing children's protection committees, establishing children protection clubs, and protecting girl children from female genital mutilation (FGM). Details on each of those initiatives are provided hereunder.

3.1 Child Protection Assessments

Building on the previous years' experiences, TEN/MET conducted assessments on the status of child protection. Those initiatives were intended to identify areas that needed attention and they served as baselines against which TEN/MET could direct their initiatives.

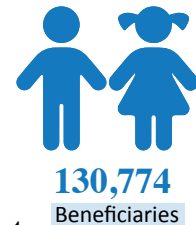


Table 7: Beneficiaries of child protection assessments and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
83,805	46,969	130,774	2,499,543,393
64.1%	35.9%	100%	

Those assessments were conducted in specific villages and wards in Mwanza, Mara, Shinyanga, Morogoro, Arusha, Tabora, Mtwara, Dar es Salaam, Tanga, Manyara, Dodoma, Singida and Mbeya regions.

Outcomes

- Increased community realization of children's rights
- Improved girls' retention in school due to peer-to-peer support
- Decreased girl-child oppression cases due to community beliefs, norms and traditions.
- Increased community awareness about different forms of child abuse

3.2 Provision of Legal Aid

TEN/MET provided legal aid in support of affected children towards securing their rights. Through those initiatives, vulnerable children were linked with legal centres for support. Also, TEN/MET made follow-ups on child abuse cases and took the matter to the courts. Legal support initiatives benefited 692 children in Tanga, Morogoro, Shinyanga, Dodoma, Pwani and Tabora regions.

Table 8: Beneficiaries of legal aid services and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
347	345	692	11,650,000
50.1%	49.8%	100%	

Outcomes

- increased linkage of vulnerable children to legal centres for support
- Improved learning environment in and out of school
- Enhanced community awareness about children's rights

3.3 Establishment of Child Protection Committees

TEN/MET established ward and village child protection committees in Tanga, Morogoro, Shinyanga, Arusha, Mtwara, Mwanza, Dodoma, Dar es Salaam and Tabora regions. Those committees involved a total of 3,397 members (community and teachers) with almost equal numbers of males and females.

Table 9: Child Protection Committee members and amount spent

Committee members			Amount spent (TZS)
Female	Male	Total	
1,678	1,719	3,397	107,106,268
49.4%	50.6%	100%	

Outcomes

- Increased community participation in education budget processes at local levels
- Improved teachers-parents relationships
- Increased parents' follow-ups for children's academic progress
- Improved awareness of SRHR, GBV and children's rights

3.4 Establishment of Child Protection Clubs

During 2022/23 the TEN/MET established child protection clubs in various locations (villages, wards, and schools) in several regions including Mtwara, Arusha, Mbeya, Mwanza, Tabora, Pwani, Dodoma, Shinyanga, Rukwa, Dar es Salaam, Morogoro, Tanga, Arusha, Kilimanjaro, Manyara and Tanga.

Table 10: Child protection clubs' members and amount spent

Club members			Amount spent (TZS)
Female	Male	Total	
28,471	19,588	48,059	179,962,772
59.2%	40.8%	100%	

Outcomes

- Increased awareness about children’s rights
- Increased children’s understanding of their rights and reporting mechanisms for child abuse cases.
- Improved safe and inclusive learning environments in target educational institutions
- Increased information sharing on SRHR, GBV and children’s rights
- Increased school attendance among girls
- Improved children’s confidence to report abuse cases
- Improved learning environment in schools for girls, including girls with disabilities.

3.5 Protection of Girls from FGM

TEN/MET conducted programs aimed at protecting girls from Female Genital Mutilation (FGM) practices. Anti-FGM campaigns supported community leaders (including religious and traditional leaders) to lobby for development committees at the local government level towards the establishment of bylaws to prevent FGM and child marriages. The initiatives involved men and women who would be the anti—FGM ambassadors in their respective communities. Those community sensitization programs were rolled out in various villages in Manyara, Arusha, Mwanza, Singida, Tanga, Mara, Tabora, Mtwara, Pwani and Mbeya regions.

Table 11: Anti-FGM ambassadors and amount spent

Anti - FGM ambassadors			Amount spent (TZS)
Female	Male	Total	
15,487	6,888	22,375	145,270,000
69.2%	30.8%	100%	

Outcomes

- Increased community awareness about FGM as a girl children’s rights violation
- Increased awareness of the effects of FGM
- Enhanced community condemnation of FGM practices as a negative cultural practice and outdated customs
- Increased community awareness about girl children’s rights

PART IV

EARLY CHILDHOOD DEVELOPMENT

The implementation and achievement in Early Childhood Development (ECD) are aligned with the Education Sector Development Plan (ESDP 2017-2022) which aims to increase the capacity of schools to ensure access to and completion of basic education. Also, ECD interventions seek to increase the capacity of response towards enrolling children to pre-primary education programs. In the ended year, specific initiatives taken by TEN/MET included the provision of support to teachers and caregivers, financial support to intern teachers, holding advocacy events for ECD and sponsoring sporting events.

4.1 Support to Teachers and Caregivers

TEN/MET provided incentive packages (cash) to teachers and caregivers especially ones that were involved in ECD. The program reached 8,449 beneficiaries from Kilimanjaro, Rukwa, Geita, Shinyanga, Mwanza, Mbeya, Dar es Salaam, Dodoma, Tabora, Iringa, Manyara, Morogoro, Pwani, Kagera, Arusha and Kigoma regions.

Table 12: Teachers and caregiver beneficiaries and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
4,931	3,518	8,449	499,904,127
58.4%	41.2%	100%	

Outcomes

- Increased pre-primary teachers' motivation to effectively deliver the ECD curriculum
- Increased awareness of various categories of learning disabilities
- Increased teachers' involvement in pupils' learning affairs

4.2 Support to intern teachers

TEN/MET provided financial support to intern ECD teachers in various locations in Tanzania. The interns, who served under contractual terms, were partly supported by the community contributions as well. Such initiatives were conducted in Mbulu, Mvomero, Mtwara, Masasi and Musoma Districts. Through that support, a total of 128 teachers were recruited.

Table 13: Teachers supported and amount spent

Teachers			Amount spent (TZS)
Female	Male	Total	
52	76	128	92,962,125

Outcomes

- Improved digital learning due to the recruitment of ICT teachers
- Improved efficiency and effectiveness in learning

4.3 Advocacy Campaigns on ECD

TEN/MET conducted advocacy programs to promote ECD in various locations in Tanzania. The campaigns involved caregivers, teachers, parents, community members and community leaders; among other groups. In those campaigns, TEN/MET reached a total of 742,522 primary beneficiaries. More details about the sex of beneficiaries and the amount spent are provided below.

Table 14: Beneficiaries of ECD campaigns and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
421,664	320,858	742,522	345,627,635

Locations covered by those interventions included Mbulu Rural, Mbulu Urban, Arusha, Kongwa, Chamwino, Kirumba, Mlole, Gungu, Buronge and Masanga districts.

Outcomes

- Increased enrolment of children with disabilities (CWD)
- Increased community contributions to ECD centres
- Increased community awareness about girls' education

4.4 Sponsoring sporting events

TEN/MET conducted sporting events in various locations to promote ECD in various locations. Participants of those events were school boys and girls, teachers, caregivers, parents and community members. The sponsored sporting events targeted specific schools in Tanga, Morogoro, Dar es Salaam, Manyara, Shinyanga, Arusha, Iringa, Dodoma, Mara and Mwanza regions. Primary beneficiaries of those events were pupils and students from various schools.

Table 15: Beneficiaries of sponsored sport events and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
3,239	3,726	26,965	63,598,000

During those events, children living with disabilities (CWD) participated and were engaged meaningfully in sports activities where they could demonstrate their talents. It was a moment of inclusion as well as emotional healing. The events also provided community members with the opportunity to socialize the facts which would eventually unite them in addressing various challenges facing the girl children's access to education. Simply put, the CSOs used those sporting activities to put meaningful messages to the participants.

Outcomes

- Strengthened social relationships among participants
- Increased confidence among participants especially CWD
- Increased understanding about sexuality education among children, adolescents, youth, women, men, traditional healers and religious leaders
- Increased awareness about gender equality and SRHRs among participants

PART V

GIRL CHILD EDUCATION

Girl child education is more than just getting girls into schools. Essentially, it is concerned with ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education acquire knowledge and skills to compete in the labour market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives, and contribute to their communities and the world. In endeavours to promote girl child education, TEN/MET made such initiatives as the formation of gender clubs, training girls on life skills and provision of sponsorships for girls in schools. Also, they conducted capacity-building programs for teachers, parents and community members.

5.1 Formation of gender clubs

TEN/MET formed gender clubs to promote girls' education. Those clubs had reached 10,067 direct beneficiaries (members) who were mostly females. Those initiatives were conducted in various regions including Arusha, Manyara, Tanga, Kilimanjaro, Geita, Mwanza, Tabora, Singida, Iringa, Dodoma and Mtwara regions.

Table 16: Gender clubs' members and amount spent

Members			Amount spent (TZS)
Female	Male	Total	
7,823	2,244	10,067	126,995,000
77.7%	22.3%	100%	

Outcomes

- Increased reporting of GBV incidences like early marriages and rapes
- Increased social economic justice, gender equality and equity among women and young women
- Increased opportunities for boys and girls to address their gender needs

5.2 Life Skills Training

TEN/MET provided life-skills training programs to girl and boy children, caregivers, parents, community members and teachers; among other groups. At the end of the year, those programs reached 638,975 primary beneficiaries (students and pupils). The clubs endeavoured to develop basic livelihood skills and integrate skills development by empowering students with innovation skills and income-generating activities by enhancing employability and job readiness. Those initiatives were rolled out in numerous regions including Mtwara, Tanga, Mbeya, Manyara, Arusha, Kilimanjaro, Tabora, Dar es Salaam, Iringa, Morogoro, Iringa, Mara, Geita, Shinyanga, Dodoma, Mwanza, Kigoma and Pwani regions.

Table 17: Beneficiaries of life-skills training and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
303,540	335,435	638,975	1,307,474,693
47.5%	52.5%	100%	

Outcomes

- Improved vocational skills
- Increased awareness of the pupils on their rights
- Increased girl children’s awareness of sexual and reproductive health
- Improved girls’ skills in menstrual hygiene management



Figure 5: Tailoring session conducted by Afya Plus at Lundamwate Sec. School in Kilolo District Council, Iringa

5.3 Educational Sponsorships

TEN/MET supported pupils and students from marginalized communities to attain primary, secondary and tertiary education. Direct support involved uniforms (shirt, skirt, full hijab and shoes), sanitary pads, mattresses, counter books, bicycles, solar power, mosquito net, hostel costs and pocket money. Tertiary students were supported with tuition fees and other institutional direct costs. The support was provided to 250,727 beneficiaries and particular attention was to female students. Details about the sex of beneficiaries and the amount spent are provided hereunder.

Table 18: Beneficiaries of education sponsorships and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
250,274	453	250,727	4,243,495,179
99.8%	0.2%	100%	

Educational support targeted students and pupils from Tanga, Morogoro, Arusha, Singida, Iringa, Tabora, Shinyanga, Dodoma, Dar es Salaam, Pwani, Mwanza, Mbeya and Iringa regions.

Outcomes

- Reduced school absenteeism among girls
- Increased enrolment for girls in tertiary education (i.e. in higher learning institutions) especially from marginalized (pastoralist) communities.

5.4 Capacity Building Programs

In this reporting period, TEN/MET conducted capacity-building programs for teachers, parents and community members. During those events, parents were sensitised to engage in school development projects/initiatives like school feeding, contribution to the construction of school infrastructure and overall participation in school meetings. Parents and teachers were trained through early childhood development interventions. The training programs also aimed at building capacity of community members on child rights, girls' rights as well as sexual and reproductive health and rights (SRHR). Some capacity-building programs targeted teachers, tutors and curriculum developers on Gender Responsive Pedagogy (GRP). Also, some teachers were on how to teach children with special needs (i.e. those with various types of disabilities). The Science, Technology, Engineering and Mathematics (STEM) program targeted teachers in some private and public secondary schools.

Table 19: Beneficiaries of capacity building programs and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
1,028,698	1,026,939	2,055,637	4,390,123,068

The capacity-building programs targeted beneficiaries in various regions including Tanga, Mbeya, Manyara, Morogoro, Dodoma, Shinyanga, Dar es Salaam, Iringa, Lindi, Geita, Mwanza, Arusha, Pwani, Mtwara, Tabora, Shinyanga, Kilimanjaro and Kagera regions

Outcomes

- Increased community participation in school projects
- Increased participation of girls in science subjects
- Improved capacity of teachers on teaching learning methodologies for challenging subjects on 3Rs
- Increased awareness of children's rights among pupils and students
- Improved competencies for effective school management

- Improved teachers' knowledge of participatory teaching methodologies,
- Improved capacity of teachers to translate ECD guidelines and best practices into actions for the better learning outcome of pre-primary children.



Figure 6: Community engagement and empowerment by Tree of Hope in Tanga region

PART VI

INCLUSIVE EDUCATION

Inclusive education is the most effective way to give all children fair chances to go to school, learn and develop the skills they need to thrive. Inclusive education is aimed at providing opportunities to children from marginalized communities and those living with disabilities to participate in the formal education system. To that end, TEN/MET made several interventions in support of government initiatives to promote inclusive education in Tanzania. Those initiatives involved the provision of educational facilities, the establishment of satellite schools, the contribution to school feeding programs, the maintenance of digital information-sharing platforms and the provision of psychosocial support.

6.1 Provision of Special Learning Facilities

TEN/MET provided educational facilities to enable pupils with disabilities or those from marginalized communities to participate well in the education system and learning process in particular. Specifically, they provided computers (desktops and laptops) tablets, play-based materials, smart devices, assistive devices and bicycles. Details about the number of devices contributed are presented in Table 3.

Table 20: Special needs learning facilities provided

Computers	Tablets	Play-based materials	Smart devices	Assistive devices	Bicycles
573	829	10,145	30	1,261	573

The facilities mentioned above were distributed to various pupils/students and schools in various regions in Tanzania including Manyara, Tabora, Morogoro, Arusha, Manyara, Mwanza, Dar es Salaam, Pwani, Singida, Iringa, Tanga, Dodoma, Tabora, Katavi, Mtwara, Shinyanga and Mara, Mbeya. The immediate beneficiaries of those initiatives were 202,017 pupils/students including 100,925 females and 101,092 males.

Table 21: Beneficiaries of special learning facilities and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
100,925	101,092	202,017	152,491,295
49.96%	50.04%	100%	

Outcomes

- Improved school attendance especially for young girls because of play-based materials
- Improved school attendance for pupils from marginalized remote areas and pastoralist communities
- Improved children's participation in learning processes

- Increased public awareness about the use of ICT in learning and teaching processes (e-learning)
- Increased secondary school student's interests in science, technology, engineering and Mathematics (STEM) subjects
- Increasing accessibility of inclusive education to children with disabilities



Figure 7: Distribution of assistive devices to Children with Disabilities (CWD) by Right to Play in Mugumu, Serengeti, Mara.



Figure 8: Children learning numeracy at Kiluvya A Primary School in Kisarawe, Pwani through the Jifunze (Teaching at the Right Level-TaRL) program by Uwezo Tanzania.

6.2 Establishment of Satellite Schools

A total of 72 satellite schools were established to increase access to education for children from marginalized communities. Those schools served a total of 5,845; both males and females on fairly equal proportions.

Table 22: Beneficiaries of satellite schools and amount spent

Number of schools	Beneficiaries			Amount spent (TZS)
	Female	Male	Total	
72	2,982	2,963	5,845	843,400,000

Those satellite schools were established in Karatu, Longido, Kilwa, Mvomero, Mtwara, Masasi, Misungu and Magu districts.

Outcomes

- Improved teaching and learning environment for pupils/students
- Reduced distance for pupils from marginalized (remote areas)
- Increased safety of girl children while attending school
- Increased enrolment of children into pre and primary schools

6.3 School Feeding Programs

TEN/MET supported school feeding programs to enhance students' participation in the learning process. Specific initiatives focused on the mobilization of parents (community members) to contribute grains like maize, beans and cash to facilitate their children's lunch while at school. TEN/MET also provided vegetable seedlings to various schools to sustain school gardens and eventually improve students' nutritional statuses. Those programs targeted various schools in Mwanza, Tanga, Arusha, Manyara, Morogoro, Iringa, Dar es Salaam, Tabora, Dodoma, Shinyanga, Pwani and Njombe regions.

Table 23: Beneficiaries of school feeding programs and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
83,343	67,603	150,946	2,553,239,750
55.2%	44.8%	100%	

Outcomes

- Improved physical, mental and psychological development of students.
- Improved school attendance and reduced critical absenteeism.
- Improved academic performance due to sustained good school attendance
- Improved physical, mental and psychological development of students

6.4 Maintenance of Digital Information Sharing Platforms

TEN/MET maintained digital information sharing and learning platforms. Those platforms included, among others, learning management systems, Instagram, Twitter, and Facebook. Through those initiatives, remote communities were reached and educated on various issues related to livelihood improvement, children's rights, nutrition and safeguarding. Also, the platforms were used to share information on SRHR.

Table 24: Beneficiaries of digital platform information sharing and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
115,051,521	11,815,370	126,866,891	547,362,821
90.7%	9.3%	100%	

Outcomes

- Improved access to learning content for primary school pupils
- Increased community awareness about various issues related to education
- Increased community awareness about girl children's sexual and reproductive health rights

6.5 Provision of Psychosocial Support

TEN/MET conducted counselling programs with targeted most vulnerable children (MVC) and other disadvantaged children from various locations in Tanzania. Specifically, those programs targeted both male and female children in Kagera, Iringa, Morogoro, Tanga, Shinyangam, Singida, Tabora, Mwanza, Arusha, Rukwa, Kilimanjaro, Geita, Dar es Salaam, Pwani, Dodoma and Shinyanga regions.

Table 25: Beneficiaries of psychosocial support and amount spent

Beneficiaries			Amount spent (TZS)
Female	Male	Total	
61,919	41,932	103,851	649,545,728
56.6%	43.4%	100%	

Outcomes

- Increased self-confidence, and academic self-esteem among pupils
- Increased participation of marginalized students in study groups and other out-of-classroom activities
- Reduced chances of GBV in schools and among pupils/students

PART VII

RESEARCH FOR POLICY ADVOCACY AND OTHER CONTRIBUTIONS

7.1 Contributions to Policy and Advocacy Research

In 2022/2023, TEN/MET conducted 22 studies to inform policy and practices. Those studies generated useful findings to be used in improving quality, access and inclusivity in the education system in Tanzania. Details about the focus of each of those studies conducted are provided in Table 26.

Table 26: Titles of policy informative studies conducted in 2022/23

Sn.	Title of study	Organization
1	Policy and Delivery of Sexual and Reproductive Health and Right Education in Primary and Secondary Schools in Tanzania	
2	Youth Engagement in Learning and Democratic Processes in Tanzania: The Role of Civic Education in Secondary Schools	Haki Elimu
3	Understanding reasons why breeders' communities do not send children to school	Gehandul Youth Organization
4	Challenges facing students who attend remote schools in the Lindi region	Asasi ya Kuunganisha Vijana Kimaendeleo Ruangwa (AKUVIKIRU)
5	Assessment of ICT infrastructure in 36 public schools in the Lindi region	Free Pentecostal Church Of Tanzania (FPCT)
6	Pastoralist Communities and Girl Child Education in Mbulu District	UwezoTanzania
7	Assessment of ECD in Chalinze district	Kigoma Development Promotion Agency
8	Impact of early childhood development on family development.	Neghesti Sumari Foundation
9	Digital literacy Survey	
10	Education financing trends in Tanzania for the past five years	
11	Effects of policy processes on the quality of education in Tanzania	Mtandao wa Elimu Tanzania (TEN/MET) Secretariat
12	Challenges of teaching in a large classroom	The Joshua Foundation
13	Public Expenditure Tracking Survey(PETS) in COVID 19 projects in education sector in Tanzania	MTWANGONET
14	Girl Child Education Rights within the Marginalized Communities in Tanzania	MBUENET Mtandao Coalitions Tanzania
15	Child Care Givers and Education Initiatives	MBUNGONET

Sn.	Title of study	Organization
16	Assessment of life skills and values (ALIVE)	African Women AIDS Working Group (AFRIWAG)
17	Assessment on Life Skills and Values for adolescents in Tanzania (34 districts of Tanzania mainland)	Uwezo Tanzania
18	Assessment on Functional Literacy for Young adults aged 14 to 20 years	Uwezo Tanzania
19	Understanding awareness of ethical behaviours amongst students from 11 to 14 years from 10 primary schools in Temeke and Kinondoni District	Tanzania Enlightenment Development Innovations (TEDI)
20	Analysis of the practice of re-entry policy implementation to Tanzania for adolescent girls	Msichana Initiative Organization
21	Tanzania's Policy Process and its Impact on Education Development	Tanzania Education Network/ Mtandao wa Elimu Tanzania Secretariat
22	Factors impeding girls' education in Chemba district in Dodoma region	
23	Scaling a youth-led social support and mentorship programme to improve the quality of education for marginalized girls in Tanzania	CAMFED Tanzania

Outcomes

Dissemination of findings of those studies resulted in increased community awareness and involvement in school development projects, increased access to education among children with disabilities and increased awareness of the importance of sexual and reproductive health education to primary and secondary school students. Also, those findings have the potential to influence curriculum review to include issues of Sexual and Reproductive Health and Right Education in Primary and Secondary Schools in Tanzania. Furthermore, lessons learnt from those studies have the potential to influence other CSOs on the best practices while carrying out their activities.

7.2 Monetary Value for CSO Contribution

In the ended year 2022/2023, TEN/MET financed various educational-related activities whose total costs amounted to TZS 46,943,522,145. A large proportion of contributions financed girl child education (42.7%). Other thematic areas which benefited from CSO contributions this year included learning environment (17.2%), inclusive education (12.2%), child protection (6.3%) and early childhood development (2.1%).

In addition to supporting education-related initiatives, TEN/MET financed other activities aimed at holistic community development in their respective locations of operations. The network also made indirect cash contributions to the government through income tax (PAYE) and Service Development Levy (SDL). Table 27 summarises the amounts spent on different areas of interventions.

Table 27: Amount of funds spent on TEN/MET interventions in 2022/23

Area	Amount (TZS)	% of total
Learning Environment	8,069,872,537	17.2%
Child Protection	2,943,532,433	6.3%
Early Childhood Development	1,002,091,887	2.1%
Girl child education	20,068,087,940	42.7%
Inclusive education	5,746,039,594	12.2%
Research for policy advocacy	815,263,522	1.7%
Indirect contribution - PAYE & SDL)	7,239,572,830	15.4%
Other contributions (to initiatives not directly linked to education)	1,059,061,402	2.3%
TOTAL	46,943,522,145	100.0%

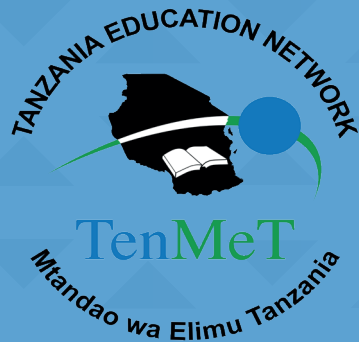
Appendix 1: List of Contributing CSOs

Sn.	Name of Organization
1	ADD International
2	Advancing Youth Opportunities Initiative (AYOI)
3	African Women AIDS Working Group (AFRIWAG)
4	Afya-plus Organization
5	Asasi ya Kuunganisha Vijana Kimaendeleo Ruangwa (AKUVIKIRU)
6	ASSOCIAZIONE ITALIANA SOCI COSTRUTTORI IBO ITALIA
7	ATD Fourth World Tanzania
8	Biharamulo Friends of Education Network (BIFENET)
9	Biharamulo Originating Socio-Economic Development Association(BOSEDA)
10	Biharamulo Socio-Economic Development Association (BISEDEA)
11	BRAC Maendeleo Tanzania
12	Camara Education Tanzania
13	CAMFED TANZANIA
14	Candle Shining Development (CSD)
15	Child Support Tanzania
16	Childhood Development Organisation (CDO)
17	Children’s Book Organisation
18	Community Development for People’s Health Advancement (CODEPHA)
19	COEL TANZANIA
20	Community Active in Development Association (CADA)
21	Community Aid and Social Education Empowerment
22	Community Development for All
23	Community for Sustainable Development (CSD)
24	Comprehensive Support to Persons with Disabilities (COSUPED)
25	Christian Spiritual Youth Ministry – Tanzania (CSYM)
26	Dinkwa Women Development Organization
27	Education Improvement Agency
28	Elimu kwa Jamii
29	Fadhili Teens Tanzania
30	Faraja Human Development Tanzania
31	Feed the Children –Tanzania
32	Femina Hip
33	Flaviana Matata Foundation
34	Forum for African Women Educationalists Tanzania (FAWE- TZ)
35	Free Pentecostal Church Of Tanzania (FPCT)
36	Gehandu Youth Organization
37	Gehandu Women Organization Against AIDS (GEWOAIDS)
38	Green Community Initiatives
39	Green Leaf Organization (GLO)
40	Guwangw Irrigators SACCOS Ltd.

41	HakiElimu
42	Huruma Youth Group
43	Ilolangulu Ward Resources Tech Agency
44	Integrating Capacity And Community Advancement Organization (ICCAO)
45	Kamamma Integrated Development Initiatives (KIDI)
46	Karagwe Community-Based Rehabilitation Programmes(KCBRP)
47	Karagwe Environmental and Sustainable Development (KESUDE)
48	KAYA Foundation
49	Kigoma Development Promotion Agency
50	Kilombero Organization for Community Development (KOCD)
51	Kilwa NGO Network (KINGONET-Kilwa)
52	Legal Vision Organization (LEVO)
53	Lyra in Africa
54	Maarifa ni Ufunguo
55	Maasai Pastoralists Development Organization-LARETO (MPDO-LARETO)
56	Mahina children and youth organization, MCYO
57	Mama Kevina Hope Centre
58	Manluku Youth Development Initiatives -Tanzania (Mydia-tz)
59	Mbuenet Mtandao Coalitions – Tanzania
60	Mbulu Education Network (MEN/MEM)
61	MBUNGONET
62	Modern Education and Culture Group (MECEG)
63	Morogoro Saving the Poor Organization (MOSAPORG)
64	Msichana Initiative Organization
65	MTWANGONET
66	Neghesti Sumari Foundation
67	New Light Children Centre Organization (NELICO)
68	Next Generation Keepers Tanzania
69	Niimar Iraqw Culture and Education Initiatives
70	Opportunity Education
71	Pastoral Women Council
72	Peace and Hope for Youth Development (PHY)
73	People with Disabilities Can Make It (PEDICAMA)
74	Pestalozzi Children’s Foundation
75	Plan International - Tanzania
76	Promotion of Education Link Organization (PELO)
77	Rafiki Social Development Organization
78	Regional Psychosocial Support Initiative (REPSSI)
79	Right To Play
80	Rukwa Sustainable Development organization-RUSUDEO
81	Rural Education Tanzania (RETA)
82	Sawa Wanawake -Tanzania (SAWA)

83	Shule Direct
84	Sightsavers International
85	So They Can Tanzania
86	St.Justin Centre for Children with Disabilities
87	Tanzania Building Future Organization (TABUFO)
88	Tanzania Education Network/Mtandao wa Elimu Tanzania Secretariat
89	Tanzania Enlightenment Development Innovations (TEDI)
90	Tanzania peace and youth development centre
91	Tanzania Wezesha Mwanamke
92	The Foundation For Tomorrow
93	The Joshua Foundation
94	Transforming Life
95	Tree of Hope
96	Ubongo Learning
97	Umwema Morogoro
98	UwezoTanzania
99	Wasaidizi wa Sheria na Haki za Binadamu Nyasa
100	WeWorld -Tanzania
101	Women Against AIDS and Poverty (WAA&P)
102	Women's Organization for Change
103	Women Wake - Up
104	World Vision Tanzania
105	Youth Inventiveness Support Friendship (YISF)
106	Youth Relief Foundation





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