



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

**Global Action Week in Education - 5<sup>th</sup> - 9<sup>th</sup> May, 2025**

**Theme: *Education for Skills Development and Socio-Economic Transformation – “Elimu Ujuzi kwa Maendeleo ya Taifa”***

**Venue: Katavi**

**GAWE CONCEPT NOTE 2025**

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### 1. INTRODUCTION

Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) is a Network of 245 education Civil Society Organizations (CSOs), influencing the transformation of education and promoting equitable, inclusive and quality education in Tanzania since its inception in 1999. TEN/MET envisions a national education system through which all learners have the opportunity to access inclusive, equitable, and quality education. TEN/MET vision is collectively realized by proactively influencing and informing policy and practices that promote access to inclusive, equitable and quality education in Tanzania. Collectively we foster mutual collaboration with the government, development partners, civil society organizations, communities, parents/guardians and students for education for sustainable development.

The Global Action Week for Education is a flagship event for the civil society education movement in the world and has been running successfully since 2003. The platform provides every national and regional education campaigner with an opportunity to highlight one area of the Education for All agenda and make targeted efforts to achieve changes on the ground, with the added support of millions of education campaigners worldwide joining together for the same cause.

TEN/MET has steadfastly commemorated the Global Action Week for Education (GAWE) for the past 17 years, starting from 2007. This year marks a significant milestone, as the government recognizes GAWE as an increasingly impactful platform for supporting national priorities and accelerating the implementation of education interventions aligned with the Sustainable Development Goals. As a result, beginning in 2026, GAWE will be scaled up to be commemorated in all regions of mainland Tanzania, culminating in a national climax event hosted in a single selected region. This will enhance grassroots engagement, ensure wider stakeholder participation,

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and strengthen the impact of advocacy efforts across the country, ultimately accelerating progress toward national education priorities and the Sustainable Development Goals.

GAWE serves as a pivotal moment for education advocates, policymakers, and stakeholders worldwide to unite in advancing the agenda for quality education. For the year 2025, GAWE is poised to spotlight the theme of "Education for Skills Development and Socio-Economic Transformation". The campaign will highlight the critical role of education in equipping learners with the skills needed to thrive in the evolving job market, foster innovation, and contribute to national and global economic development.

### 2. GAWE 2025 FOCUS

In an era of rapid technological advancements, economic shifts, and changing labor market demands, education must evolve to equip learners with relevant skills for sustainable socio-economic transformation. Many countries, particularly in the Global South, face challenges in aligning their education systems with the skills required in the modern workforce. The mismatch between education and labor market demands has contributed to rising unemployment, especially among youth.

GAWE 2025 seeks to promote awareness on the Education and Training Policy 2014, Version 2023 and the revised curriculum, with a strong focus on fostering technical and vocational education and training (TVET), digital literacy, entrepreneurship, and lifelong learning. These elements are crucial in building a workforce that is adaptable, innovative, and capable of driving economic progress.

Additional focus areas for the campaign include the following sub-tracks:

#### **2.1 Addressing Gender-Based Violence (GBV) in Schools, Including Corporal Punishment**

Despite Tanzania's legal frameworks, including the Law of the Child Act (2009) and the National Plan of Action to End Violence Against Women and Children (2017–2022), gender-based violence (GBV) in schools remains a significant barrier to education, which negatively impact children's learning experiences and psychological well-being. Although corporal punishment is still legally

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permitted under the Education Act of 1978, research has shown its harmful effects on children's academic performance, self-esteem, and mental health. Cases of extreme punishment leading to injury or death, such as the tragic case of Mhoja Maduhu, a student from Simiyu who died due to corporal punishment, highlight the urgent need to ban such practices. Furthermore, UNICEF Violence Against Children Survey (2019) indicate that one in three girls and one in seven boys experience sexual violence before turning 18. Many cases of sexual abuse in schools go unreported due to stigma, fear of retaliation, and lack of strong enforcement mechanisms. Therefore, GAWE 2025 will advocate for;

- i. Repeal the 2002 Education Guideline that permits corporal punishment and develop a new guideline promoting alternative, non-violent disciplinary approaches. While advocating for amendment of Education Act to explicitly prohibit corporal punishment and promote positive, non-violent disciplinary measures.
- ii. Raise awareness among teachers, students, parents, and policymakers on preventing sexual violence in schools and strengthening child protection structures to ensure perpetrators are held accountable.

### **2.2 Promoting Sexual and Reproductive Health (SRH) Awareness**

Limited access to sexual and reproductive health (SRH) education and services remains a key challenge in Tanzania, leading to high rates of teenage pregnancy and school dropouts. Katavi region, for example, has a teenage pregnancy rate of 34%, among the highest in the country (TDHS, 2022). This highlights the urgency of integrating comprehensive SRH education into school curricula to equip students with accurate information about their health. GAWE 2025 will advocate for the implementation of age-appropriate, evidence-based SRH education in primary and secondary schools and expanding community outreach programs to destigmatize SRH discussions and promote girls' autonomy in making informed choices about their health and future.

### **2.3 Promote awareness on the National Re-entry Implementation Plan**

The Tanzanian government has taken a significant policy step by developing the National Re-entry Implementation Plan, which stipulates clear guideline on re-enrollment and retention of adolescent mothers and other vulnerable students to return to school after dropping out. Following this is the

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new guideline, many students, parents, and even educators remain unaware of this plan. Therefore, GAWE 2025 will focus on;

- i. Increasing awareness at national and community levels about the re-entry policy and ensuring schools comply with its guidelines,
- ii. Engaging local government authorities (LGAs), school committees, and teachers to create a supportive environment that encourages re-enrollment,
- iii. Strengthening monitoring mechanisms to track how many adolescent mothers and vulnerable students return to school and ensuring they receive necessary support (e.g., psychosocial counseling, financial aid) and
- iv. Addressing stigma faced by returning students, particularly adolescent mothers, by launching community-driven sensitization campaigns.

### **2.4 Education Financing and Domestic Resource Mobilization**

Ensuring sustainable financing for education requires reducing dependency on external aid and strengthening domestic resource mobilization (DRM). While Tanzania has made commendable efforts in allocating funds to education, the current education budget remains below the recommended 20% of total government expenditure (Global Partnership for Education, 2023).

GAWE 2025 will advocate for;

- i. Gender-responsive budgeting: Ensuring that education funds address gender disparities, particularly in girls' education and school infrastructure improvements (e.g., separate sanitary facilities for girls).
- ii. Increased national budget allocations for education: Pushing for at least 20% of the national budget to be dedicated to education, with a focus on TVET, school feeding programs, and digital learning.
- iii. Public-private partnerships (PPPs): Encouraging collaboration between government, private sector actors, and civil society to invest in education infrastructure and teacher training programs.
- iv. Strengthening tax policies: Ensuring that revenues from sectors like mining, tourism, and telecommunications contribute more effectively to education financing.

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### 2.5 Strengthening School Feeding Programs

Malnutrition remains a major barrier to learning in Tanzania, particularly in rural areas where food insecurity is high. Studies show that school feeding programs improve student's attendance, concentration, and academic performance. GAWE 2025 will push for:

- i. National-scale expansion of school feeding programs to cover more schools in food-insecure regions.
- ii. Budget allocation for sustainable school meals, ensuring funding is included in the national education budget rather than relying solely on external donors.
- iii. Engaging local communities in supporting school feeding programs to improve student's retention and learning outcome.
- iv. Encourage LGAs to offer land for NGOs who engages in agriculture to promote school feeding programs to promote food security and economic empowerment.

### 2.6 Improving School Learning Infrastructure

Adequate and inclusive school infrastructure is fundamental to delivering quality education and ensuring equitable learning opportunities for all students. Many schools in Tanzania face challenges such as overcrowded classrooms, inadequate teaching and learning materials, poor sanitation facilities, and limited accessibility for children with disabilities. Addressing these gaps requires a holistic approach that prioritizes teacher recruitment, provision of learning materials, gender-responsive WASH facilities, and disability-friendly infrastructure. GAWE 2025 will advocate for increased investments in school infrastructure to create safe, inclusive, and well-equipped learning environments that foster academic success and personal development

## 3. GAWE VENUE

According to the 2022 Tanzania Demographic and Health Survey and Malaria Indicators Report, family conflicts and disputes have contributed to poor parenting and inadequate supervision of children, particularly girls. This has led to early sexual activity and, consequently, teenage pregnancies. The study revealed that 22% of girls aged 15-19 had become pregnant, compared to 27% in the 2015/16 period. The report also indicates that the rate of teenage pregnancies is higher

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in rural areas (25%) compared to urban areas (16%). The regions with the highest rates of teenage pregnancies are Songwe (45%), Ruvuma (37%), Katavi (34%), Rukwa (30%), and Mara (31%).

Beyond the challenge of early pregnancies, Katavi also faces disparities in education infrastructure. The average number of pupils per primary school in regions such as Kilimanjaro, Njombe, Lindi, Mtwara, Ruvuma, and Iringa remains below 500. However, in Dar es Salaam, Geita, and Katavi, primary schools accommodate over 1,000 pupils on average, highlighting significant strain on educational resources.

Furthermore, projections of regional population distribution in Tanzania Mainland between 2020 and 2026 indicate that five Lake Zone regions—Simiyu, Katavi, Geita, Mwanza, and Mara—are expected to experience high annual population growth rates (APGR) exceeding 4.0%. This rapid growth underscores the urgent need to prioritize educational resource allocation in these regions.

Compounding these challenges, teacher shortages remain a critical issue in Katavi and other regions such as Geita, Simiyu, Singida, and Kigoma, all of which have a regional pupil-teacher ratio (PTR) exceeding 70, as indicated in the AESPR 2020 report. This shortage directly affects the quality of education and the learning environment for students.

Given these pressing concerns, TEN/MET will conduct the Global Action Week for Education (GAWE) in **Katavi region** from **May 5th to 9th, 2025**, under the theme Education for Skills Development and Socio-Economic Transformation. The event will provide a platform to inform stakeholders on how skills development can play a pivotal role in socio-economic transformation, advocate for increased investment in educational infrastructure, and propose solutions to challenges such as teenage pregnancies, overcrowded schools, teacher shortages and school feeding challenges.

### **Campaign Objectives**

The main objectives of GAWE 2025 are:

- i. To inform and engage stakeholders on the critical role of skills development in driving socio-economic transformation. With focus on highlighting how technical and vocational education and training (TVET), digital literacy, entrepreneurship, and lifelong learning can

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empower individuals, particularly youth and women, to contribute effectively to the economy and societal development.

- ii. To advocate for the Amendment of the Education Act 1978 to Prohibit Corporal Punishment and Promote Positive Discipline and skills building techniques
- iii. To promote Comprehensive Sexual and Reproductive Health (SRH) Education so students can make informed decision about their health, avoid unexpected pregnancies, stay in school and complete their education cycle.
- iv. To raise awareness and Implementation of the National Re-entry Implementation Policy.
- v. To advocate for Sustainable Education Financing and Domestic Resource Mobilization with focus on gender responsive budgeting.
- vi. To strengthen School Feeding Programs ensuring every learner have access to food while in school.
- vii. To improve School Learning Infrastructure to create safe, inclusive, and well-equipped learning environments for all students.

### **Expected Outcomes**

The anticipated outcomes of GAWE 2025 include:

- i. Enhanced understanding of the importance of skills development, including TVET, digital literacy, and entrepreneurship, for socio-economic transformation, particularly for youth and women.
- ii. Adoption of a new education guideline that promotes non-violent disciplinary approaches, and stakeholders are equipped to implement positive disciplinary approaches, ensuring safer learning environments and improved student well-being.
- iii. The Education Act is amended to prohibit corporal punishment fostering a safer and more supportive learning environment.
- iv. Improved awareness and implementation of the National Re-entry Implementation Plan, ensuring greater support for adolescent mothers and vulnerable students to return to school.
- v. Increased national budget allocations for education, focusing on gender-responsive budgeting and ensuring sustainable financing for education.

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- vi. Nationwide expansion of school feeding programs, ensuring all learners, especially in food-insecure regions, have access to nutritious meals.
- vii. Enhanced school infrastructure, including gender-responsive WASH facilities and disability-friendly learning spaces, to ensure safe and inclusive learning environments.

### 4. METHODOLOGY

The GAWÉ 2025 commemorations will encompass various levels of engagement, including activities conducted before, during, and after the GAWÉ week. This year's theme, "Education for Skills Development," emphasizes on equipping learners with the skills needed for sustainable development and economic empowerment. Throughout the week, our efforts will focus on advocating for equitable access to quality education, strengthening technical and vocational education, and fostering collaboration between education systems and labor markets to enhance youth employability and build a skilled and resilient workforce capable of adapting to various challenges.

- i. Awareness Campaigns: GAWÉ 2025 will launch nationwide awareness campaigns highlighting the importance of skills-based education and its role in fostering innovation, entrepreneurship, and employment opportunities. These campaigns will leverage various communication channels, including radio, television, social media, and community dialogues, to reach diverse audiences across the country.
- ii. Policy Dialogues: GAWÉ 2025 will facilitate discussions among education stakeholders, policymakers, and civil society organizations to ensure the effective implementation of the reformed curriculum. The dialogue will focus on enhancing the availability of essential infrastructure in schools, including well-equipped classrooms, adequate learning materials, and trained teachers to support skills development. Additionally, GAWÉ 2025 will advocate for tax exemptions on imported technical equipment to promote student innovations and inventions. This incentive aims to strengthen technical education from lower secondary levels, aligning with recent curriculum reforms and fostering a more practical, skills-based learning environment.



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- iii. **Community Engagement:** GAWE 2025 will promote grassroots participation by engaging local communities in advocating for inclusive and practical education approaches that equip learners with relevant skills. Community-driven events, workshops, and mentorship programs will empower stakeholders to support skills-oriented education initiatives and create pathways for lifelong learning.
- iv. **Youth Engagement:** Recognizing the pivotal role of young people in shaping the future workforce, GAWE 2025 will prioritize youth participation in advocacy efforts. GAWE will provide a platform for young people to share their experiences, highlight challenges in accessing skills development opportunities, and propose innovative solutions to enhance skills-based education.

## 5. STAKEHOLDERS AND PARTNERS

GAWE 2025 will engage a diverse range of stakeholders, including:

- Governments (Ministries of Education, Science and Technology, PO-Regional Administration and Local Government)
- Members of Parliaments
- Local Government Authorities
- Civil society organizations
- Faith Based Organization
- Private sector
- Teachers, Parents/guardians and Students
- Youth and student associations
- Development partners
- Media
- Community at Large



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### 6. CONCLUSION

GAWE 2025 presents a unique opportunity to champion the role of education in fostering skills development and driving socio-economic transformation. Bringing together key stakeholders, the campaign aims to influence policies, mobilize resources, and raise awareness on the urgent need to align education with labor market demands. The success of this campaign will depend on collaborative efforts to ensure that every learner has access to quality, inclusive, and skills-oriented education, paving the way for sustainable economic growth and development.