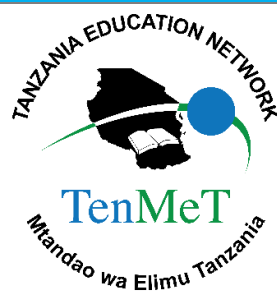


**TANZANIA EDUCATION NETWORK/MTANDAO WA ELIMU TANZANIA
(TEN/MET)**



***Advocating for Equitable Access to Quality Inclusive Education in Tanzania* ANNUAL
REPORT 2023**

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Foreword



In my capacity as Board Chair, I am honoured to present a detailed Annual Report for 2023. This report encompasses the achievements, challenges faced, and the strategies employed to overcome them during the inaugural year of our Strategic Plan (SP) 2023-2027.

I take great pride in acknowledging the remarkable efforts of our Secretariat, dedicated Board members, and the entire TEN/MET community.

Together, we have successfully realized a substantial portion of the Strategic Plan's objectives within this reporting period.

Recognising the significance of the past twelve months in shaping the trajectory of our new strategy, it lays the foundation for ongoing growth and impact. This period allows for a comprehensive evaluation of the new strategy, incorporating the lessons learned over the past year and paving the way for continued success.

As we navigate the challenges ahead, TEN/MET is poised to face them with renewed vigour and an open-minded approach, emphasizing a participatory strategy. We eagerly anticipate embracing new ideas and momentum that will propel and transform TEN/MET to new heights, all while strengthening our valuable partnerships and collaborations.

Our commitment to excellence remains unwavering, as we continue to invest in enhancing the quality of education in Tanzania, advocating for inclusiveness, equity, and robust education financing. We extend our deepest gratitude to our partners and stakeholders for their exceptional support and collaboration throughout this inaugural year. We eagerly anticipate building on this positive momentum in the years to come. Thank you once again for being esteemed partners; your unwavering support is integral to the impactful milestones achieved by TEN/MET.

Sincerely,

A handwritten signature in blue ink, appearing to read 'F. Nyalandu'.

Faraja K. Nyalandu

TEN/MET-Board Chair

A Word from the National Coordinator



This report marks a significant milestone in the inaugural year of the 2023-2027 strategic plan. As we embark on this crucial phase of organizational development and growth, it is essential to underscore the resources entrusted to us, the expansion of our membership, the impact of TEN/MET interventions, and, most importantly, how the values upheld by TEN/MET are shaping the foundation for success in the years to come.

I am elated by the achievements we have collectively attained in this first year of SP 2023-2027. This period has provided us with invaluable insights, prompting us to set a solid course for our contributions to the education sector in the country. The Secretariat team has been exceptional, demonstrating unwavering commitment and professionalism, refusing to settle for anything less. The Board has played a pivotal role in ensuring oversight, checks, and balances are diligently met. Our partners have consistently been at the forefront, ensuring TEN/MET fulfills its obligations and establishes its own footprint in the education sector. Strategic and governance issues have been adeptly managed in accordance with the policies and guidelines set in place. At TEN/MET, we foster a conducive working environment where diversity is celebrated, and differences are embraced.

TEN/MET is profoundly grateful for the invaluable support extended by all our donors and partners in this inaugural year of the 2023-2027 Strategic Plan. Our heartfelt thanks go to GPE under the *Education Out Loud project*, Malala Fund, ANCEFA, GCE, UNICEF, GAC, Vodacom Foundation, Pestalozzi Children Foundation and other stakeholders whose technical and financial support has been invaluable. Without your contributions, the achievements garnered would not have been possible. I extend my deepest appreciation for your commitment to the TEN/MET agenda, and we eagerly anticipate a shared common future where access to quality and inclusive education remains our top priority.

Our role in advocacy, research, networking, coordination, and policy dialogue in education has been further strengthened. As we conclude the first year of our new strategic plan, brighter days lie ahead.

Thank you for your unwavering support.

Martha Makala National Coordinator

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Abbreviations

AGM	Annual General Meeting
AKF	Aga Khan Foundation
ANCEFA	Africa Network Campaign on Education for All
CAMFED	Campaign for Female Education
CCBRT	Comprehensive Community Based Rehabilitation Tanzania
CDF	Children's Dignity Forum
CPD	Continuing Professional Development
CSO	Civil Society Organisation
EdTech	Education Technology
ESDC	Education Sector Development Committee

EOL	Education Out Loud
FAWE	Forum for African Women Educationalists
FCDO	Foreign, Commonwealth & Development Office
FCS	Foundation for Civil Society
GAC	Global Affairs Canada
GAWE	Global Action Week for Education
GCE	Global Campaign for Education
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IQEC	International Quality Education Conference
KTO	Karibu Tanzania Organisation
LHRC	Legal and Human Rights Centre
MoCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
MoEST	Ministry of Education Science and Technology
NGO	Non- Governmental Organisation
PETS	Public Expenditure Tracking Survey
PO-RALG	President's Office – Regional Administration and Local Government
SDGs	Sustainable Development Goals
SP	Strategic Plan
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TGNP	Tanzania Gender Networking Programme
UMATI	Chama cha Uzazi na Malezi Bora Tanzania
UNICEF	United Nations Children's Fund
UTPC	Union of Tanzania Press Club
WOWAP	Women Wake Up

EXECUTIVE SUMMARY

This report presents the achievements from activities implemented by the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), hereafter referred to as the Network. It presents accomplishments of the Network during the first twelve-month period between January to December 2023 of the new 2023-2027 Strategic Plan.

The Network's work was guided by its five strategic objectives namely;

- i. To coordinate education Civil Society Organizations (CSOs) to influence decisions in the education system in Tanzania.
- ii. To strengthen TEN/MET's systems and structures to carry its mandate.
- iii. To generate evidence-based best practices locally, regionally, and globally to influence educational policy and practices.
- iv. To advocate for gender mainstreaming in the education system to secure equitable, inclusive, and quality education for learners in Tanzania, and
- v. To advocate for the education system that embraces Science, Technology, and Innovation to meet the demands of the 4th Industrial revolution.

The achievements of these objectives focused on nine thematic areas namely: Early Childhood Development, Teaching and Learning Environments, Girls' Education, Child Protection, Inclusive Education, Adult and Non-Formal Education, Youth Skills Development and Empowerment, Education in Emergencies and Climate Change Resilience, and Education Financing. As in previous years, TEN/MET made use of its eight administrative zones to facilitate networking and coordination towards the organizational vision.

During this period, our organization has achieved remarkable milestones, each serving as a testament to our unwavering dedication to our mission. The summary of key results attained underscores our relentless pursuit of excellence and impact.

- i. An increased membership base from 184 to 232 members, aiming to amplify the representation, diversity, equity and inclusion goals for TEN/MET membership base.
- ii. Contributed to the review of the Education and Training Policy 2014, version 2023 aimed at revitalizing the delivery and fortifying the quality of education nationwide to withstand challenges. Integral to this effort was the incorporation of a re-entry agenda into the education system, ensuring equitable access to education for all.
- iii. Contributed to the review of curricula, ensuring graduates are equipped with the essential skills to excel in the global labour market, foster self-employment, and navigate life's complexities. Emphasis was placed on integrating

comprehensive life skills, technical education and sexual reproductive health education into the curriculum.

- iv. Fostered a robust partnership with the Ministry of Education, Science and Technology (MoEST) that culminated in TEN/MET being granted a role to coordinate CSO's through TEN/MET's National Education Caucus to develop the National Re-entry Implementation Plan.
- v. Effectively mobilized and coordinated the active involvement of TEN/MET members in a GPE multiplier grant event on 31st August 2023, resulting in a substantial collective pledge of \$30,141,663.90. This financial commitment played a pivotal role in unlocking the GPE multiplier grant, underscoring the tangible impact of TEN/MET's coordination efforts in securing substantial resources for educational initiatives from domestic resource mobilization.
- vi. Transformed the teaching and learning environment in four schools at Mvuha District Council during the Global Action Week for Education. This involved various initiatives, such as constructing teachers' toilets at Bonye Primary School, improving flooring in a classroom at Njia Nne Primary School, procuring desks for Dutumi Primary School, and establishing a model Early Childhood Development (ECD) classroom at Mvuha Primary School.
- vi. Significantly heightened community awareness of the re-entry policy, resulting in widespread support for both male and female dropout students to seamlessly re-enroll in formal schooling, free from stigma and barriers.

During the reporting fiscal year, the Network received a total of **TZS 1.49 billion** which is **92 %** of the grants/revenue annual budget of **TZS 1.62 billion** (donors: **TZS 1.36 billion**; members: **TZS 9.4 million** and other stakeholders: **TZS 127 million**). The main causes of the variation of **8%** between the funds budget and actual funds received are the fund disbursements received in the last FY 2022/23. We received **TZS 366 million** from EOL, Wellspring Philanthropic Funds TZS 500 million, Malala Fund TZS 468 million, and TZS 26 million from ANCEFA.

Furthermore, during the reporting period, the Network spent a total of **TZS 1,041 billion** which is equivalent to **48%** of the approved annual budget of **TZS 2.15 billion** (Programme **TZS 414 million**; Networking TZS 75 million Institutional **TZS 79 million**;

Advocacy TZS 194 million, Capacity Building TZS 37 million Research **TZS 7** million and Administration: **TZS 232** million).

The main cause of the performance variance of **52% was attributed to** the 2023-2027 Strategic Plan only being partially funded and the non-renewal of the contract by SIDA, which had provided basket funding for the 2018-2022 Strategic Plan, which affected both programme and administration activities.

During the financial year, the Board of Directors continued to execute its oversight role and provided guidance, strategic leadership and strategic management of the Network including receiving, reviewing, approving quarterly narrative and financial reports; board papers on special requests tabled by the Management; reviewing risk exposure to the Network, and approving appropriate risk mitigation measures.

Overall, the Network's operations ran smoothly with commitment from the Secretariat and the Board, except for some challenges, such as limited funding facing the Secretariat and some members, and limited staffing levels at the Secretariat. The Network is enthusiastically preparing to implement the second year of its 2023-2027 Strategic Plan, ensuring that the necessary resources are secured for effective execution.

INTRODUCTION

Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) is a national network of 232 Civil Society Organizations (CSOs) established in 1999 to advocate for equitable access to quality education for all in Tanzania. TEN/MET is both an active actor in the sector as well as a Network that brings together and coordinates all of its members for a collective voice towards the achievement of equitable access to quality education for all in the country. TEN/MET's vision is collectively realized by proactively influencing and informing policy and practices that promote access to inclusive, equitable and quality education in Tanzania.

TEN/MET members are currently grouped into zones and themes as follows:

Administrative Zones: Members are grouped in nine zones namely: Dar es Salaam, Eastern, Southern, Southern Highlands, Central, Western, Lake, Northern plus two non-geographic zones namely the International Organisations and one Disability Zone.

Thematic Areas: TEN/MET's work focused on the nine thematic areas including Early Childhood Development, Teaching and Learning Environments, Girls' Education, Child Protection and Safeguarding, Inclusive Education, Adult and NonFormal Education, Youth Skills Development and Empowerment, Education in Emergencies and Climate Change Resilience, and Education Financing.

TEN/MET OBJECTIVES AS PER 2023 -2027 STRATEGIC PLAN

TEN/MET's operations during the first 12 months of the implementation of the Strategic Plan for 2023-2027, fully embraced all five strategic objectives, which are:

- i. To coordinate education Civil Society Organisations (CSOs) to influence decisions in the education system in Tanzania.
- ii. To strengthen TEN/MET systems and structures to carry its mandate.
- iii. To generate evidence-based best practices locally, regionally, and globally to influence educational policy and practices.
- iv. To advocate for gender mainstreaming in the education system to secure equitable, inclusive, and quality education for learners in Tanzania, and

- v. To advocate for an education system that embraces Science, Technology, and Innovation to meet the demands of the 4th Industrial revolution.

ACCOMPLISHMENTS OF THE YEAR Implementation Progress and Outcomes January 2023 – December 2023

The Network fully implemented 72 out of 77 planned activities for the period of 12 months from January – December 2023 which is equivalent to a 93.5% performance:

Outcome 1: Increased Visibility of TENMET to Influence Change

The increased visibility of TEN/MET to influence change is intricately tied to the overarching concept of institutional capacity to influence. This outcome represents a targeted effort to enhance the Network's ability to be prominently recognised, foster influence, and drive positive change within the education sector. The visibility goal aligns with the evidence-driven process of strengthening both the Network's external presence and also its internal capabilities. During the reporting period, TEN/MET saw increased visibility through media engagement, strategic alliances, and youth involvement. Partnerships expanded with government, academicians, parents, youth, international communities, and other NGOs. The Network registered accomplishments in this area that resulted in the following:

1.1.1. Organise Collaboration Meetings with Key Education Stakeholders

The Network persistently leveraged diverse channels to cultivate collaborations with various education stakeholders, recognising their pivotal roles in enhancing inclusive and high-quality education across the country.

- i. Participation in Ministry of Education, Science, and Technology (MoEST) Budget Sessions. The Network engaged in MoEST budget sessions on May 16th and 17th, fostering dialogue with the Minister for Education. The engagements resulted in:
 - Enhanced awareness of key priority areas for the fiscal year 2023/24.
 - Improved understanding of areas for advocacy and collaboration between Civil Society Organisations (CSOs) and the government.
 - Monitoring of recommendations submitted to the permanent parliamentary committee, influencing MoEST budget decisions of which there is a slight education budget increase of 0.3% for 2022/23. However, the Network remains committed to advocate for increased public investment in the

education section from domestic and external sources to improve the quality of education in the country.

- ii. Project Introductory Meeting with LGA, Schools, and Community:
 - The Network, in partnership with Women Wake Up (WOWAP), inaugurated a project in Chemba District on May 18th 2023, involving 28 stakeholders (9F & 19M). The project, titled "Breaking Barriers to Girls' and Boys' Education," aims to mitigate dropout rates, enhance retention, improve completion rates, and bolster academic performance. The launch event served to raise awareness and garner community support for the two-year project. The Chemba community pledged its full support to the initiative.
- iii. Project Launch and Stakeholders' Orientation: A project launch and stakeholders' orientation for the 'Eliminating Violence and Gender-Based Barriers for In-School Children' project took place on December 21, 2023, in Dodoma involving 36 participants (14F & 22M). This resulted in: Increased public awareness of violence against children and barriers to girls' education.
 - Public pledges, particularly from the government, and stakeholder commitments to support project objectives.
 - Identification and prioritization of policy reform areas based on evidence and stakeholder input.

"Together, we are not just observers but catalysts for change, driving forward the agenda for quality education in Tanzania. Through collaborative efforts and meaningful engagement, we are reshaping the educational landscape, ensuring every voice is heard and every stakeholder is empowered to make a difference." – Alfred Pigangoma, Social Behavior Change Communication Officer, Tanzania Advocacy Centre for Development (TACEDE)

1.1.2. Coordinate Members to Participate in National and International Educational Forums

During the reporting period, the Network participated in various educational platforms for knowledge exchange, networking and contributing to the education sector by sharing insights, expertise and advocating for change.

- i. The Network conducted a webinar to commemorate the Day of the African Child (DAC) in partnership with UNICEF and the Legal and Human Rights Centre

(LHRC), where over 40 members and non-members participated. All participants acknowledged that they have increased knowledge, a changed attitude and practice around DAC and the rights of children in the digital space.

- ii. Hosted a Girl-Led Conference on October 11th 2023, bringing together stakeholders from across Africa. The conference primarily urged governments to enhance teaching and learning environments for better learning outcomes.
- iii. The Network received an invitation to join the organizing committee for the 2024 National Education, Science, and Technology Week, organized by MoEST. The event is scheduled for June 2024 in the Tanga region. TEN/MET will contribute to the subcommittee responsible for managing invites and coordinating the overall commemoration.
- iv. Two TEN/MET staff (one female, one male) participated in a learning convening in Uganda on 18th - 20th July 2023 on preventing violence against children in East Africa. The convening focused on using a systems approach to change social and gender norms, learning from failure, self-care, and aligning activities with government plans and priorities. It was attended by 91 participants from Tanzania, Kenya, and Uganda. The knowledge gained during the training helped to improve the development of the Wellspring proposal in addressing violence against children and gender-based barriers for in school students in Tanzania.
- v. Moreover, during the reporting year, the Network's Board Chairperson, attended the Sustainable Development Goals Summit on the margins of the 78th United Nations General Assembly on 17th September 2023 in New York in her capacity as a Board Member (Africa representative) for the Global Campaign for Education (GCE) and shared GCE reflection on the role of CSOs in promoting progressive education financing. The Board Chair's participation at this high-level summit signified the Network's engagement at the global level in advocating for education.
- vi. Similarly, the Network coordinated members (HakiElimu, Pestalozzi and CAMFED) to attend a Global Partnership for Education (GPE) educational stakeholders' forum held in Dar es Salaam on 31st August 2023, hosted by the GPE Board Chair, H.E Dr. Jakaya Kikwete where over TZS 460 billion was pledged towards the education sector. The meeting was represented by 3 (2F & 1M) members and 1(M) Secretariat.

- vii. During the reporting period, the Secretariat was invited to a dissemination event in Dodoma organised by WAJIBU-Institute of Public Accountability. WAJIBU and four sub-national NGOs (TEN/MET member MTWANGONET is amongst the NGOs) are working to improve the government's responsiveness to audit recommendations in Tanzania. Between March and August 2023, they implemented the Audit Accountability Initiative (AAI) project in five districts. The project involved data collection, validation, and dissemination. The project team identified six critical issues that need the attention of government officials. WAJIBU and several sub-national NGOs, including network members MTWANGONET, AFRIWAG and Tree of Hope, worked on improving the government's responsiveness to audit recommendations in Tanzania. Also WAJIBU were requested to consider partnering with more members from TEN/MET when they scale up. **Learnt the importance of Continuous Learning:** The learning process is ongoing and unceasing. It is important to continuously seek knowledge and remain receptive to new insights. What works in one environment may not work in another.
- viii. The Network effectively coordinated zonal meetings across all zones, fostering the exchange of expertise and facilitating mutual learning among members for improved advocacy.
- ix. The network successfully participated in the 12th Pan African Regional Education Policy Forum and Learning Event on 11th to 12th October in Addis Ababa, Ethiopia; The Forum brought together various Education stakeholders with the aim of taking stock of the progress achieved by African governments in realizing the commitments made to their citizens vide the Sustainable Development Goals - SDGs, Continental Education Strategy for Africa – CESA, and national Education plans. The Forum Theme was Acceleration of SDG4 and CESA Achievements towards 2025 – Civil Society Engagement Framework.
- x. Last but not least, the Network organized a webinar to commemorate World Swahili Day. The event was titled "Language Matters: Enhancing Learning Outcomes with Swahili as a Medium of Instruction." During this webinar, experts debated the issues related to achieving impactful learning outcomes. The event received critical acclaim from a diverse audience from across Tanzania.

1.1.5 Form Strategic Alliances with Like-Minded Organisations to Impact the Education Sector

The Network organized the launch of 2023-2027 Strategic Plan and the commemoration of its 23 years since establishment on March 17, 2023, at Four Points by Sheraton in Dar es Salaam, the meeting was attended by 61 participants. The primary objective of the gathering was to forge strategic alliances as the implementation phase of the 2023-2027 Strategic Plan commenced. The event was graced by the presence of MoEST represented by Mr. Ephraim Simbeye who came on behalf of the Permanent Secretary, Prof. Carolyne Nombo. In his speech, Mr. Simbeye thanked the TEN/MET Board and members who facilitated the development of the Strategic Plan. He also called on the entire network to play their part effectively in ensuring that TEN/MET delivers on the Plan and continues to be a key partner to the government in improving the quality of education in the country. Additionally, the Board Chair, Ms. Faraja Nyalandu urged all development partners and stakeholders to select strategic plan areas in which they could offer support and collaborate with TEN/MET.

Throughout the year, the Network experienced continued expansion, with the endorsement of 48 new members to join the Network by the end of the year.



Figure 1 Some of the board members posing with the guest of honour, Mr. Ephraim Simbeye during the launch of the new 2023-2027 Strategic Plan in Dar es Salaam.

1.1.6. Participate in Civil Society Organization (CSO) Week

The Network actively engaged in the CSO Week held from October 23rd to 27th in Arusha and focused on the theme: "Tech x Society: Then, Now, and Beyond." During this event, the Network seized the opportunity to discuss the re-entry agenda, jointly presented by Malala Fund Joint Advocacy Group (JAG) partners and distribute policy briefs that examined the expedited achievement of Sustainable Development Goals (SDGs) 4 & 5 through re-entry implementation. Additionally, the Network gained valuable insights into the strategic preparation of CSOs to harness technology, particularly artificial intelligence, in anticipation of the future of work and the development agenda.

1.1.7. Empower Media Reporters on Education Issues

In the reporting period, a two-day media workshop was conducted on March 22nd and 23rd, targeting 10 journalists from the Union of Tanzania Press Club (UTPC) and 10 cluster Social Accountability Monitoring (SAM) members from 10 districts across Tanzania (Morogoro, Mtwara, Iringa, Katavi, Lindi, Pwani, Rukwa, Dodoma, Tanga, and Ludewa), along with representatives from 15 media outlets based in Dar es Salaam (including Mwananchi, Daily News, The Guardian, Nipashe, Azam Media, Clouds TV & Radio, ITV, Radio One, and Channel TEN). Journalists from various media houses enhanced their knowledge and skills to effectively report on the results derived from Social Accountability Monitoring processes in education.

During the workshop, an action plan was developed outlining collaboration efforts between TEN/MET, cluster members, and the media to enhance the reporting of evidence of SAM to create awareness and advocating for improved quality education in the country. Moreover, five journalists were also invited during the DAC Webinar to get an understanding of the rights of the child in the digital space, which prompted them to write concisely about children's rights online. Fifteen newspaper articles were published regarding various stories of TEN/MET involvement in policy processes.

TenMet recommends adjustments to education first draft policy

By HILDA MHAGAMA

THE Tanzania Education Network (TenMet) has suggested that the new education policy and curriculum should include provisions for the formation of an independent quality control institution, as well as a professional board of teachers.

The suggestions follow the first draft of the proposed new edition of the education and training policy and curriculum, which was presented by the Ministry of Education, Science, and Technology a week ago.

Currently, the ministry is collecting recommendations on the drafts from stakeholders, the exercise which will go until May, 30th this year.

Among other things, the proposed drafts should

TenMet said that the government should consider strategies for recruiting competent teachers by emphasising excellent conduct, success in both oral and written interviews and the teacher's capacity for creativity.

1.1.8. Conduct Youth Inter-Generational Dialogue

With the support from the GCE grant, TEN/MET actively engaged youth in a constructive dialogue aimed at catalysing youth action for the realisation of quality education. This initiative facilitated connections between youth activists and various platforms, including global forums, to effectively influence educational reforms, with a focus on addressing youth concerns. During the 2023 GAWE commemoration, a youth representative focused on capturing youth issues in terms of challenges and capacity needs. The youth representative noted the following issues and challenges; unemployment, limited access to quality education, poverty, gender inequality, limited access to youth friendly health services, lack of skills and vocational training, limited political participation, climate change and environmental degradation and limited access to financial services. Mitigations proposed were:

- i. Improving access to quality and inclusive education, health services, and economic opportunities for all youth.
- ii. Establishing youth hubs in rural communities to provide access to capacity building opportunities and exposure to community issues.

- iii. Provide financial and business literacy skills, including 21st century skills programmes, in the curriculum. Equipping young people with these skills is essential for their economic empowerment and success in the rapidly evolving job market.
- iv. To continue considering youth representation in all TEN/MET youth initiatives and increase partnership with youth-led organizations within the structures of the organization and in the country.

Furthermore, the Network organized a forum on July 11th 2023, with 30 (16F,14M) participants, including TEN/MET members, teachers, students, and Secretariat staff, to discuss the use of the Kiswahili language in teaching information and communication technology (ICT) and other subjects in schools on World Kiswahili Language Day. Immediate results included providing youth with a safe space to discuss the language of instruction methods, with teachers acknowledging challenges related to English instruction. The forum highlighted the need for youth to have safe spaces to drive their agenda and present their issues effectively.

Outcome 2.0: Strengthened TEN/MET Systems and Structures to Carry its Mandate

The process of fortifying the Network's systems and structures involves a strategic and purposeful approach to enhance the organization's capacity in fulfilling its mission. This comprehensive initiative encompasses refining governance roles, implementing transparent checks and balances, investing in staffing and continuous capacitybuilding programs for both the Secretariat, staff and Board members. Overall, TEN/MET's Secretariat demonstrated strong governance, effective capacity building, and active resource mobilization efforts, setting the stage for sustained growth and impact in the education sector. During the period, there were several accomplishments in this area that resulted in the following:

“WOWAP has been able to collaborate with TEN/MET in implementing the ECN project. This has helped in increasing trust within the communities where we implement projects. Additionally, our organisation has continued to enhance its operational systems through the support from TEN/MET, further strengthening our internal systems and structures”

– Nasra Suleiman, Project Coordinator - WOWAP

2.1.1. Organize Staff Capacity Building on Identified Needs

During the reporting period, the Network organized and facilitated four members of staff (1F, 3M) to attend trainings, seminars and workshops to strengthen their skills and knowledge to enable them to discharge their roles and responsibilities effectively and efficiently as follows:

- i. Two Secretariat staff (1F, 1M) attended a reflection and learning session organised by EOL in Kampala, Uganda. The main objectives were to reflect and share the performance, achievements, lessons, and best practices for future improvement to enhance understanding of the learning agenda, and strengthen learning at the grantee level using a learning collaborative approach to share experiences, knowledge, and peer learning across the region. During the session, TEN/MET presented the collaborative initiative with Edutalk Africa with other education coalitions and encouraged their participation for greater impact.
- ii. During the first week of April 2023, the Network provided capacity building to staff, where one staff member attended a National Board of Accountants and Auditors (NBAA) training. The training outcome was increased knowledge and skills of the staff member who attended the training on new International Public Sector Accounting Standards (IPSAS) procedures. I.e. It equipped the staff with practical skills in the application and incorporation of new changes with IPSAS and it enabled the staff to earn 32 continuing professional development (CPD) Hours, which resulted in them attaining 80% of the 40 mandatory hours for the year 2023.
- iii. Similarly, in July, the Network facilitated one male staff member to attend training on year-end financial reporting, advanced Excel and tax seminar in alignment with the required CPD hours in Arusha. The staff member acquired knowledge and skills on financial reporting and garnered CPD hours as per NBAA requirements.
- iv. The Network was also invited to attend an EOL organised training on Participatory Action Learning and Action Research (PALAR) on 18th - 22nd September in Arusha, where one female staff attended. Overall, the training components enabled project implementers to make appropriate and necessary adaptations based on insights gained from learning by providing them with the focus, support, and community they need to learn and grow. Improved knowledge on implementing participatory action learning and action research. The knowledge acquired was used to update the EOL OC.1.3 proposal.
- v. Lastly, between November 20th and 24th, one male staff member participated in training on "Communication Strategy, Media, Branding & Visibility" in Arusha, Tanzania. The training covered key areas like communication strategy, alignment to organization's vision & mission, steps in development of communication strategy, audience analysis, internal & external stakeholders' analysis, value propositions, traditional media-types, basic tools & content creation, and brand identity with visibility strategies. The Network garnered the

knowledge and skills needed to develop a communication strategy and a brand guide, addressing crucial gaps in the Network's current capabilities.

In the coming annual budget cycle, the organization will continue setting aside funds to ensure the Secretariat, as well as members, receive the required capacity building based on identified areas for improving Network operations as well as sustainability.

2.1.3. Organize Capacity Building to Members as per the Training Needs Identified

On February 23rd - 24th 2023, TEN/MET conducted a comprehensive capacity building session for WOWAP, an implementation partner for the Malala Fund project and a member of TEN/MET. Six staff members (5F, 1M) underwent training on operational and financial reporting to enhance their skills in report writing, financial management, and compliance matters. The workshop proved to be enlightening, leading to a substantial improvement in their knowledge and skills. As a result:

- i. The WOWAP team gained increased knowledge and understanding of report writing and financial management, including a clear distinction between IPSAS standards.
- ii. WOWAP committed to implementing the recommendations for changing the way their financial statements and programme reports are prepared.
- iii. TEN/MET provided WOWAP with a helpful checklist for financial and programme reporting, resulting in improved reporting practices.

Additionally, on April 3rd - 4th 2023, TEN/MET organised a capacity-building session for its members on the budget process and Public Expenditure Tracking Survey (PETS) analysis. The training, attended by 23 members (13F & 10M) from eight geographical zones, aimed at enhancing their understanding of the expenditure system, specifically the expenditure chain, to enable effective budget advocacy for improved education financing. The immediate outcomes of the training included:

- i. Improved knowledge among TEN/MET members on conducting PETS and participating in the national budget process.
- ii. Members' commitment to including PETS as part of their project planning and actively participating in the budget process for the 2023/24 fiscal year.

Moreover, the Network organized and conducted nine zonal meetings where members were trained on filing the registrar's quarterly and annual reports, ensuring compliance

with reporting requirements and enhancing the overall accountability and transparency of member organizations. A video clip was shared demonstrating how members can pay annual fees to the registrar. The Secretariat emphasized the importance of understanding how to use the NGOs Information System (NiS) effectively for reporting and fee payment. The Quarterly Zonal meetings served to strengthen and improve member organizations through critical information and best practice sharing.

In the reporting period, the information technology (IT) and Enterprise Resource Planning (ERP) capabilities of TEN/MET were assessed for efficiency and robustness. The review identified key elements requiring short-term and long-term improvements, including updating members' records, improving the user interface, reconfiguring the annual report submission portal, setting up a digital bulletin board for key announcements, a calendar for upcoming events, and an annual fee collection section for members to track their payments. The review also recommended an effective dashboard for quick updates on TEN/MET operations.

Lastly, as the year concluded, the Network organized a Continental Education Strategy for Africa (CESA) familiarization meeting in Dar es Salaam, attended by 24 participants (12F, 12M) on December 11th and 12th on the SDGs and CESA. The sessions were aimed at enabling effective CSOs follow-up in the implementation of these frameworks and the alignment of our country's plans and strategies with them.

"The knowledge gleaned from these endeavours has profoundly enhanced my proficiency in inclusive education practices, particularly in conducting assessments for children with disabilities, facilitating teacher training, and ensuring accessibility. Supported by TEN/MET, I actively engaged in various learning experiences across Dodoma, Morogoro, and Dar es Salaam, spanning both physical and virtual platforms, as well as strategic advocacy meetings. Notably, my participation in the 2022 Annual Joint Education Sector Review (AJESR) under the MoEST equipped me with the latest insights and skills, enabling me to excel in my role as Senior Project Coordinator at Child Support Tanzania". - Edward Majura Sagini, Snr. Project Coordinator, Child Support Tanzania

2.3.1 Organise Board Meetings

Throughout the year, the Network organized four regular and three extraordinary board meetings, alongside board committee meetings. These sessions were dedicated to thorough discussions, approval of narrative and financial reports, and the endorsement of new members. Focused on fiduciary and governance matters, the four ordinary board meetings provided a platform for deliberation on crucial issues impacting the Network.

The extraordinary board meetings were convened to address time-sensitive concerns related to staffing, encompassing new working routines. The board also approved essential budget revisions to facilitate major activities such as the International Quality Education Conference (IQEC).

By the year's end, the board successfully endorsed 48 new members, increasing the membership base from the previous year's 184 to a total of 232. The board's unwavering commitment to providing strategic direction played a pivotal role in mobilizing resources towards fully financing the new Strategic Plan.

2.3.2 Engage Auditors to Conduct Audits

During the reporting period, the Network collaborated with Auditax International for the 2022 EOL Project Audit, achieving a successful completion with a clean audit opinion. The audited financial statements were duly signed within the timelines stipulated by the grant agreement. The Network's relationship with the funding agent, Oxfam IBIS, remained robust, contributing to the successful progression of the grant into 2023.

2.4.1 Organize public relations events with donor communities for resource mobilization.

Throughout the reporting period, TEN/MET remained committed to resource mobilization, engaging in various meetings and initiatives to secure funding. TEN/MET conducted meetings with donor communities to explore possible areas of funding. A meeting with the European Union (EU) to update on future funding opportunities, and a meeting with the Swiss Embassy to explore potential funding opportunities.

These initiatives collectively laid the groundwork for securing over \$840,000 in potential funding. Notably, the organization received \$3,000 from GCE to support Global Action Week for Education (GAWE) activities, and successfully secured \$20,000 from ANCEFA for the 12-month project 'Securing Education Transformation Agenda.' Additionally, proposals for EOL's OC1.3 (\$327,486) and WPF Wellspring (\$200,000) were approved during the reporting period. The total funds collected for GAWE amounted to \$5,400, while contributions from IQEC reached \$36,000. The Network remains committed to partner engagement as a vital strategy for collective fundraising and resource mobilization to support its strategic plan.

Additionally, TEN/MET explored potential partnerships for resource mobilization, including collaboration with the International Rescue Committee for education interventions in emergencies, representation in the Adult Learning TWG led by DVV International (the Institute for International Cooperation of the German Adult Education Association), and engagement with Climate Action Network Tanzania (CAN-TZ) for climate change education initiatives, solidified through the signing of an MoU (Memorandum of Understanding).

In strategic engagements, the Board Chair, National Coordinator, and Head of Programmes met with H.E Dr. Jakaya M. Kikwete, GPE Board Chair, to present the new Strategic Plan and request his patronage, which was accepted.



Figure 2 H.E. Dr. Jakaya Kikwete attentively listens to Ms. Faraja Nyalandu, TEN/MET's Board Chair, explaining the new strategic plan.

2.4.3 Develop Funding Proposals

During this period, TEN/MET engaged in 11 fundraising initiatives with various partners, including Liliane Foundation (MIVA), Malala Fund, ANCEFA, KDNLC, USAID, GIZ, Wellspring, Foundation for Civil Society, GCE, and EOL. The targeted amount for these initiatives was \$5,513,482.56, representing 65.99% of the new Strategic Plan (SP) budget of \$8,506,857.88. The Network's dedicated efforts have resulted in a total fundraising amount of \$650,00 equivalent to 8% of the entire SP

budget. Notably, MIVA and KDNLC were the only initiatives that did not yield positive results. Throughout the first year of the new Strategic Plan, the Network has successfully raised funds, demonstrating its commitment to diversifying funding sources and reducing dependency on a single donor. Additionally, the network submitted a proposal to UNICEF, Wellspring Philanthropic Fund (WPF) for \$200,000 over 18 months, Education Out Loud (EOL) for \$411,000 over three years, submitted proposal to Knowing-Doing Network Leadership Coalition (KDNLC) for \$400,000 over two years. Lastly, by close of the year there is still an ongoing proposal development with the German Development Cooperation (GIZ) of about €100,000 for one year.

2.4.5 Support Members to Conduct Social Accountability Monitoring

During this period, TEN/MET collaborated with members possessing the necessary skills and expertise to conduct Public Expenditure Tracking Surveys (PETS). TEN/MET in partnership with MTWANGONET received support to conduct PETS in Mtwara, with the aim of raising awareness about effective citizen participation in PETS and identifying gaps and challenges in the management of COVID-19 funds allocated to the education sector in eight wards of Mtwara District Council. The exercise revealed 13 issues, including misalignment of resource allocation with school priorities and increased incidents of cruelty in schools. The findings were shared with the Local Government Authority (LGA) on April 13th 2023.

After disseminating the findings to respective stakeholders and implementing key recommendations from the survey, an evaluation was conducted from October 23rd to December 23rd. MTWANGONET received support to evaluate the implementation findings derived from the Public Expenditure Tracking Survey project across eight wards in Mtwara District Council: Mbawala, Nanguruwe, Moma, Ziwani, Libobe, Mayanga, Mpapura, and Msangamkuu. The evaluation yielded the following results:

- i. Increased community participation in tracking public expenditure related to secondary school projects in Mtwara District.
- ii. Enhanced levels of integrity and transparency among the district executives in the secondary education sector.
- iii. Heightened levels of accountability among the district executives in the secondary education sector.

“Through TEN/MET, we have secured grants to implement advocacy projects aimed at improving transparency, accountability, and the delivery of quality services, as well as the proper utilization of public resources. Overall, TEN/MET has elevated us and made us proficient in project/programme implementation in the education sector. Before TEN/MET, our organization did not prioritize the education sector. We have enhanced communication, built the capacity of members in various areas, provided grants to members, or collaborated with them in the implementation of education projects/programmes.” – Fidea Luanda, MTWANGONET Coordinator

2.4.6. Support Members to Participate in the Budget Process at Local Government Level.

In the pursuit of advocating for increased education financing, TEN/MET collaborated with AKUVIKIRU, AFRIWAG, and TREE OF HOPE to engage actively in the budget process at the local government level. Specifically, this collaboration was extended to Rungwa, Mkinga, and Pangani District Councils. The overarching goal was to advocate for the prioritisation of education in the LGA budgets for the forthcoming fiscal year (2024/25). As a result of their engagement, the district’s plan included the improvement of teaching and learning infrastructures as key areas in local government budgets.

2.4.7. Support Cluster Members to Conduct the Social Accountability Monitoring Process

In this reporting period, TEN/MET continued engaging 10 cluster members in social accountability monitoring across 10¹ LGAs in Tanzania Mainland to improve accountability and transparency on public resources in the education sector with support from the Foundation for Civil Society (FCS). The Social Accountability Monitoring (SAM) process was conducted using different tools such as PETS, PIMA cards (an evaluation tool) and identifies various challenges affecting education service delivery in the LGAs, such as:

- Looking at whether the public funds are reaching the communities and are achieving the intended results?
- Inadequate transparency in the conduct of business at school and village level.

¹ Mtwara DC, Mtwara Municipal, Nsimbo, Nachingwea, Pangani, Chamwino, Chalinze, Mwanza, Ilemela, Misungu

- Parents/community members were not adequately informed about school priorities and planning.
- Inadequate accountability by local leaders to enforce transparency.
- Low capacity of School Management Committees to enforce transparency and accountability at school level, shortage of teachers, poor and unfriendly school learning environment.

Following SAM activities, the initial results were identified:

- Across LGAs, there is increased awareness of local communities in education activities at village and school level, where there is formation of SAM/PETS committees to sensitise communities and initiate dialogues between schools and parents.
- LGA leaders from Katumba, Nachingwea and Nsimbo Districts have appreciated the transparency and accountability programme as it will improve the quality of education in the programme area.
- There is evidence to indicate that in all local councils, communities are increasingly becoming aware of their role to participate in and contribute to various school development activities, especially increased community engagement in school activities to promote access and improve quality to education. A good example of this is that community members in Nsimbo, Nachingwea and Chamwino Districts) realised the need to revive the satellite school (Shule shikizi) for children under five years to attend pre-education. They are committing to the construction of new classrooms.
- Parents of pupils at Mizengo Pinda Primary School (Chamwino District Council) have agreed to contribute to the School Feeding Programme which was initiated after the PETS committee intervention in October 2022. It was reported that until March 2023 about 75% students were benefitting from the programme.
- Other evidence indicates that communities in Chalinze village in Chamwino District Council have agreed to contribute funds for the completion of the school latrines at Chalinze Primary School, which had stalled for months due to conflicting political interests. In addition, the PETS committee has sensitized communities in Chalinze village to reconnect the water service to the primary school.

- Also, as a result of sensitization efforts by the PETS committee, parents in Kiegei village (Nachingwea) have agreed to contribute funds to pay for two volunteer teachers to teach Kiswahili and History at Kiegei Secondary School.
- There is also improved responsiveness and accountability of LGA leaders and other service providers to improve transparency and accountability on education, especially where there is a revival of village general meetings in some villages in Pangani, Chamwino and Nachingwea Districts.

2.6.3 Organize Programme Review Meetings

The Malala Fund Joint Advocacy Group (JAG) team, consisting of five representatives from partner organizations, conducted its bi-annual project reflection meeting on October 19th and 20th. The immediate results of this session were heightened collaboration and strengthened team dynamics, fostering a more supportive environment. The team gained valuable insights into project progress, challenges, and best practices, enabling informed decision-making and strategic planning for future initiatives. By addressing challenges proactively, learning from experiences, and aligning activities with project goals, the team enhanced accountability and project efficiency. The reflection meeting instilled a culture of continuous improvement, ensuring that the team remains adaptive and focused on achieving meaningful outcomes in their advocacy efforts.

Outcome 3.0 Increased Evidence and Knowledge Generation for the Education Stakeholders to Influence Policy and Practices

The endeavor to increase evidence and knowledge generation for education stakeholders is a purposeful initiative aimed at providing valuable insights to inform and influence policies and practices in the education sector. This involves a systematic approach to conducting research, analysis, and assessments on pertinent issues within the education landscape.

TEN/MET actively seeks to generate evidence that not only contributes to the collective knowledge base but also empowers stakeholders, including policymakers

and practitioners, with data-driven information. By engaging in comprehensive research endeavors, the organization aims to be a key player in shaping educational policies and practices, ensuring that decisions are grounded in robust evidence to foster positive and sustainable changes within the education sector. TEN/MET is not just studying education issues, it is using evidence to empower voices and transform policy. It is also partnering with universities, to analyze policies and unearth challenges like girls' access barriers and budget inequalities. The findings go beyond papers: briefs inform local authorities, while reports like "Re-Entry Agenda" reach global forums, shaping national conversations on achieving the SDGs. But impact isn't limited to words. From a girl empowered to stop harmful traditions to re-entry programmes bringing children back to school, TEN/MET's work translates evidence into lifechanging action.

By combining research and advocacy, TEN/MET empowers stakeholders across Tanzania to make education reform a reality, not just a dream. During the reporting period, the Network accomplished the following:

3.1.1 Establish a Partnership with Research Institutions for Evidence Generation

The Network conducted a research study to analyse factors hindering girls' access to education in Chemba District, Dodoma. Subsequent to the research's conclusion, TEN/MET organised a dissemination session in Chemba, attended by 59 participants (33F, 26M).

The findings from the study indicated that factors which cause poor school attendance and later school dropout for girls, range from a lack of parents' awareness on girls' education, early marriage, peer pressure and long distances to and from school. Other reasons included girls being sent to other regions and countries to work as house helps, lack of dormitories in schools, lack of food in schools, poor school environments, early pregnancies, responsibilities given by their parents for the care of younger children and menstrual periods.

The study has put forward some recommendations, which the government in collaboration with other stakeholders should work on as follows:

- The study recommended that awareness raising should be done with parents and guardians on the importance of girls' education, increased security for

children whilst in school should be extended, in order to improve school performance and completion rates for girls, there is a need to build dormitories in schools, to avoid the risk of walking long distances to and from school.

- Parents and guardians need to be aware of the importance of a good parentchild relationship to make children feel free and secure to express themselves to their parents/guardians.
- Building more schools closer in proximity to communities to reduce children's walking distance from home to schools rather than depending on ward schools only as is the current practice. A dormitories project will reduce the cases of truancy in schools and increase both retention and completion rates.

3.1.2. Conduct Annual Research on Education Issues

The Network successfully concluded a research study on policy processes and their impact on educational development in Tanzania. The findings revealed that policy processes were often executed without a clear plan and lacked sufficient preparations. In many instances, key stakeholders were not adequately involved, leading to challenges in implementation.

Simultaneously, during the reporting period, the Network initiated a gender responsive budget analysis with the aim of gaining a comprehensive understanding of how national budgetary commitments align with the diverse needs of various groups in accessing quality education for the five-year period from 2019/20 to 2023/24. The study's specific objectives encompassed determining the importance of Gender Responsive Budgeting in the education sector, assessing the extent to which the education sector budget addresses gender issues, and critically examining how the findings could align with the Network's efforts to promote gender equality in access to education. The study is expected to conclude in Q1 of 2024.

3.2.3. Analyze Educational Policies for Information Sharing and Advocacy Issues

Throughout the year, the Network undertook the development of a Policy Brief on Public Accountability and Transparency in Education, focusing on ensuring that public funds reach their intended destinations and achieve the desired outcomes. This

initiative was carried out in collaboration with 10 district councils and was supported by the Foundation for Civil Society.

Moreover, TEN/MET crafted a spotlight report titled "How the Re-Entry Agenda in Tanzania Impacts the Achievement of SDGs 4 & 5." The report's findings were presented at the High-Level Political Forum in New York from July 10th to 19th 2023, contributing to the country's progress in attaining SDGs 4 & 5. A subsequent national dissemination meeting was held on September 19th 2023, bringing together 50 participants, including representatives from implementing organizations, local CSOs, and three ministries (PO-RALG, MoCDGWSG, MOEST), along with media coverage. The Network printed and distributed 500 copies of the brief for wider dissemination.

"Our school stands as a beacon of hope in our community, where the Education Champion Network (ECN) project has ignited transformative change. one poignant tale showcases the project's impact: a young girl, on the brink of undergoing female genital mutilation at the behest of her grandmother, found her voice and sought help. Empowered by her understanding of child violence issues, she bravely reported the incident to her teachers. Through swift collaboration with local authorities, including the dedicated efforts of Ms. Asia Mohamed, a village official championing our cause, the girl was rescued, and the harmful practice thwarted - Hilary Yuda Nyamwangwi, Head of School, Mrijo Chini Primary School

4.0 Enhanced Gender and Inclusion in Education Policies and Practices

The pursuit of enhancing gender and inclusion in education policies and practices is a deliberate and targeted effort. This initiative involves a comprehensive approach to address gender disparities and promote inclusivity within the education sector. Policy revisions promoting re-entry for girls and boys, advocacy for gender-responsive budgeting, and community campaigns raising awareness on critical issues like sexual and reproductive health (SRH) and gender-based violence showcase the Network's multifaceted approach. The Network empowered local voices through the National Girls Education Caucus and collaborated with partners like WOWAP to build trust and strengthen systems. While data gaps remain on re-entry, transition rates and specific budget allocations, the Network's dedication to dismantling barriers and amplifying marginalized voices paints a powerful picture of progress towards truly inclusive education for all in Tanzania. In this area, the Network achieved the following:

4.1.1 Conduct Awareness Campaigns on the Re-entry Guideline

During the reporting period, the Network played a pivotal role in influencing revisions to the revised ETP 2014, version 2023 and the new education curricula. Key revisions in sections 1.2.2, 3.2.2, and 3.2.3 now explicitly outline re-entry opportunities for learners (both boys and girls) who dropped out of formal schooling for various reasons, including pregnancy. Notably, the government has removed barriers, committed to eliminating obstacles and enhancing initiatives for all students to continue their studies. The revisions also emphasize improving the recognition of skills obtained outside the formal education system.

The introduction of the re-entry policy into the education system has resulted in a total of 3,333 students returning to school in 2023, while 1,600 enrolled in Folk Development Colleges (FDCs). The Minister of Education, Science, and Technology (MoEST) provided these re-entry statistics in his budget speech, which was attended by members of the Network, as well as students and teachers from Chemba schools where WOWAP and TEN/MET are implementing a project.

Moreover, re-entry being a new component in Tanzania education system, TEN/MET conducted extensive community sensitization regarding the re-entry policy, urging the wider community to support both male and female dropout students in reenrolling in formal schooling without facing stigma. The Network initiated and broadcasted a 60second spot promoting community awareness of the re-entry policy. This awareness campaign was conducted through media platforms, broadcasting a total of 60 Radio spots. Additionally, on April 6, 2023, TEN/MET actively participated in the Malumbano ya Hoja TV talk show on ITV, contributing to crucial discussions and raising awareness about re-entry agenda issues in the country.

TEN/MET's advocacy initiatives on education related policies such as "re-entry policy" which allows pregnant girls to be reoriented back in school after delivery has resulted in a stronger collaboration with decision and policy makers, such as government officials, members of parliament and civil society organizations.

"Hon Cecilia Pareso, MP highlighted that high-level statements alone constitute policies by default, emphasising the necessity of campaigns to mainstream the re-entry agenda into the Education and Training Policy (ETP)".

"Through the powerful platform of the National Girls Education Caucus, CAMFED and TEN/MET have fervently championed the cause of reintegrating dropped-out students back into the educational fold. The resounding chorus of TEN/MET echoes our unwavering commitment to ensuring that every student, irrespective of their background, enjoys equal access to high-quality education. Our guiding principle, 'Every child counts, leave no one behind,' propels us forward with unwavering determination" - Anna Sawaki, CAMFED

Director of Programmes and Partnerships

"The ECN project's emphasis on re-entry has yielded heartening results. Three children, once absent and disengaged from education, have returned to our classrooms. Under the vigilant care of Ms. Mohamed, they are being closely monitored, ensuring they receive the support they need to thrive academically and personally. Their stories stand as testament to the profound impact of our collective efforts in nurturing a brighter future for our community."

- Hilary Yuda Nyamwangwi, Head of School, Mrijo Chini Primary School



Figure 3 Chemba pupils, teachers, and local partners posing with Hon. Prof. Adolf Mkenda, the Minister of Education, Science, and Technology, after the education budget speech in Dodoma, May 2023.

Additionally, TEN/MET spearheaded efforts to ensure equitable education access, particularly for girls and students who discontinued education due to pregnancy and other reasons. A significant achievement was the successful advocacy for the government's development of the National Re-entry Implementation Plan. This plan delineates precise guidelines for the re-enrollment, retention, and completion of education for students, specifically addressing those who dropped out of school due to pregnancy or other factors.

4.1.2. Conduct Training to Girls and Boys students on SRH, Leadership, and Gender-Based Violence

TEN/MET, in collaboration with its implementing partner WOWAP, executed advocacy campaigns from the 1st to the 9th September 2023 in Chemba District. The initiative involved engaging with community members in five wards (Kwamtoro, Soya, Mrijo, Paranga, and Dalai). Approximately 500 individuals, including 205 men and 395 women, were reached during the campaign. The outreach extended to various segments of the community, encompassing village government officials, community leaders, religious figures, influential individuals, teachers, parents, women's groups, youth, and children.

"Imagine a girl, consistently late for school, facing punishment day after day. Yet, upon closer inspection, the reason behind her tardiness unveils a deeper truth – she was shouldering the responsibility of caring for livestock at home. Recognising this, the head of school intervened, urging the parents not to burden the girl excessively and to prioritise her education. With the parents' consent, the girl found support in Arafa Misanya, a dedicated champion, who mentored her closely. Now, liberated from her previous struggles, she shines brightly in her studies, a testament to the transformative power of understanding and support"
- Mokiwa Petro Joseph, Head of School, Soya Secondary School

"Importantly, our girls are now empowered to speak out against abuse and injustice, emboldened by their improved academic performance and exposure to new experiences during project tours." **- Clemensia Madeghe, Mentor Teacher, Mrijo Chini Primary School**

4.1.3. TEN/MET Members Participating in Education Dialogues in LEG Meetings

TEN/MET actively engages and participates in Local Education Groups (LEG), which serve as collaborative forums of stakeholders within the education sector for developing, implementing, monitoring, and evaluating Education Sector Plans at the country level. The LEG serves as a vital platform to ensure that all stakeholders are fully informed about sectoral progress and challenges. As the sole education coalition in Tanzania, TEN/MET holds a permanent membership in the LEG.

Throughout the year TEN/MET participated in four LEG meetings:

- i. 30th October – 5th November, Education Sector Development Committee (ESDC) Secretariat Meeting, Sub-Treasury, Morogoro. The main objective of

the meeting was to finalize the Annual Education Sector Performance Report (AESPR 2022/23) and the terms of reference for four sector Technical Working Groups (TWGs) namely Access and Quality Improvement (AQI TWG), Resource Mobilization, Allocation and Management (RMAM-TWG), Monitoring Evaluation and Learning (MEL-TWG) and Science Technology and Innovation (STI-TWG).

- ii. 14th and 15th November, TWG Meeting, TAKWIMU House, Dodoma. The TWGs² meeting was organized to prepare documents for the ESDC. These include minutes of the previous meeting and preparing the agenda for the ESDC meeting. There were three things that the TWGs worked on. These were strengthening the terms of reference for the four TWGs, proposing dates

for the Annual Joint Education Sector Review. (AJESR) 2023 field visit and working sessions and reviewing documents/reports for ESDC's noting. iii. 16th November 2023, ESDC Meeting, TAKWIMU House, Dodoma. The meeting agenda was the submission and endorsement of sector documents and sector dialogue's structure ToR and status of ETP 2014 version 2023. iv. LEG -TWG meeting on 7th and 8th March 2023 which reviewed the technical working groups TORs on access and quality, science technology and innovation, monitoring and evaluation, and resource mobilisation budget and allocation. These were shared with the Ministry of Education, Science and Technology for final review and approval.

4.1.4 Collate CSO Report from TEN/MET Members

The CSOs contribution report stands as a testament to the collaborative efforts of TEN/MET members, showcasing their annual contributions. This comprehensive report is compiled from the collective annual reports of TEN/MET members, highlighting the invaluable role of Civil Society Organizations (CSOs) in augmenting government endeavors within the education sector. It serves as a cornerstone document, seamlessly integrated into the annual government report titled "Education Sector Performance Report." Additionally, the CSOs report takes center stage at the prestigious Annual Joint Education Sector Review Meeting, where its insights and

² Faraja Nyalandu, Dr. John Kalage, Rose Tesha, Godfrey Boniventura, Nicodemus Shauri, Martha Makala, Nasikiwa Duke, Yohana Ngwandu, Serapia Minja, Joachim Milambo, Gloria Anderson

achievements are shared, celebrated, and leveraged for collective progress in education.

Through collaboration and coordination, TEN/MET diligently gathered reports from 106 Civil Society Organisations (CSOs), compiling their diverse contributions into a comprehensive CSOs report. A noteworthy accomplishment for the fiscal year ending on June 30th 2023, was the substantial total of TZS 46.9 billion in contributions, underscoring the impactful role of CSOs within the coalition and education sector at large. The compiled report was then printed, producing 100 copies.

Looking ahead, strategic plans are underway to ensure the dissemination of hard copies of the compiled report to each contributing member during the upcoming Annual General Meeting (AGM) scheduled for April 2024. This initiative embodies TEN/MET's commitment to transparency, accountability, and collective recognition of the invaluable contributions made by its members in advancing education initiatives across Tanzania.

4.1.5 Conduct Meetings with Policymakers

TEN/MET's engagements with policymakers transcend mere dialogue; they represent a strategic endeavor to shape the educational landscape through actionable recommendations derived from extensive consultations with diverse stakeholders. These pivotal meetings, held across various policy arenas, serve as platforms to address pressing education issues and advocate for tangible policy changes and practices. During the reporting period, TEN/MET held various engagement with policy makers including:

The Network convened a meeting with the Permanent Parliament Budget Committee in the Dodoma Region on February 3rd 2023, aiming to enhance their understanding of gender-responsive budgeting. During the meeting, a total of nine issues were presented to the committee to address concerns related to the school learning environment and to improve learning outcomes. These issues encompassed aspects such as the availability of qualified teachers, the establishment of Early Childhood Development (ECD) centres near Alternative Education Pathways centres for teen mothers, the provision of adequate classrooms, sensitizing teachers on the

educationfor-all agenda to eliminate stigma against teen mothers, and ensuring sufficient pit latrines in schools. The meeting involved 48 participants (19F, 29M), including representation from parliamentarians, TEN/MET Secretariat, a male genderresponsive budgeting expert, and members from various organizations. The parliamentarians pledged to incorporate a gender-responsive approach in reviewing the education budget and addressing the submitted issues to ensure inclusive education for all.



Figure 4 TEN/MET's former Head of Programmes, Ms. Martha Makala, providing a brief overview of the Network before the gender-responsive budgeting session at the parliament hall in Dodoma.

In addition, the Network coordinated a five-day working session in Zanzibar from August 14th to 18th to contribute to the government's efforts in developing the National Re-entry Implementation Plan. The diverse representation included key strategic ministries, such as the Ministry of Education, Science and Technology (MoEST), the President's Office Regional Administration and Local Government (PO-RALG), the Ministry of Community Development, Gender, Women and Special Groups, the Ministry of Health, the Institute of Adult Education, along with representatives from TEN/MET National Girls Education Caucus.

Furthermore, on September 6th 2023 the Network celebrated a significant milestone with the visit of Prof. Carolyne Nombo, Permanent Secretary of MoEST, to the TEN/MET office. This visit marked a pivotal moment, highlighting the Network's

growing influence and positive contributions to the education sector, complementing the ongoing efforts of the government. Prof. Nombo expressed genuine appreciation for the Network's invaluable work and affirmed her commitment to fostering a robust and enduring partnership between the coalition and MoEST. This alignment of goals and collaboration signals promising prospects for the Network's future endeavours and the advancement of education in the country.



Figure 5 Secretariat and select Network members posing with Hon. Prof. Carolyn Nombo, Ministry of Education, Science, and Technology, at TEN/MET's office.

“Since joining TEN/MET, our organisation has had the opportunity to participate in high-level national advocacy meetings with the Ministry of Education, Science and Technology and TAMISEMI, providing input on the new education policy. These engagements with decision makers have increased our visibility, strengthened our evidence-based advocacy efforts, and moved us beyond mere criticism to constructive advocacy - Fidea Ruanda, Executive Director - MTWANGONET

4.2.2 Conduct Communities of Practices Meetings

In a proactive move towards fostering collaboration and knowledge exchange, TEN/MET is spearheading the establishment of Communities of Practices (CoPs) within each thematic area. To gauge member interest and preferences, the Secretariat launched a comprehensive CoPs survey, eliciting valuable insights for effective participation.

Utilising an efficient online platform, the establishment of CoPs saw enthusiastic engagement from members, who eagerly expressed their interest in specific thematic areas. These CoPs are slated to convene regularly, with meetings scheduled at least once every quarter to accommodate member preferences. Whether in-person or virtual, these gatherings promise dynamic discussions and insights, tailored to address the evolving needs of our community.

While recognising the importance of virtual meetings to optimise limited resources, the Secretariat has outlined plans for the commencement of CoP meetings in the first quarter of 2024. Furthermore, comprehensive Terms of Reference (ToR) have been developed and shared with the Board, laying the foundation for the operationalisation of CoPs in the forthcoming year. This strategic initiative underscores TEN/MET's unwavering commitment to fostering collaboration and driving tangible results within its vibrant community.

4.2.3 Conduct Caucus Meetings

TEN/MET National Girls' Education Caucus, is driven by a powerful vision to amplify the collective voice advocating for education access to teen mothers and girls across Tanzania. This strategic initiative serves as a rallying point, uniting stakeholders to champion the cause of girls' education and child protection with unwavering resolve. The caucus stands as a beacon of hope, dedicated to dismantling barriers and paving the way for every girl to access quality education without hindrance. With a laserfocused mission, it seeks to instigate systemic change, ensuring that no girl is left behind in Tanzania's educational landscape. In the reporting period, various initiatives within caucus were carried out including:

On February 23rd 2023, TEN/MET convened a girls' education caucus meeting to formulate an annual work plan and identified six issues. These concerns were shared with the Parliamentary budget committee to advocate for increased education financing and gender-responsive budgeting. A new convener, CAMFED, was selected to replace HakiElimu, whose tenure had concluded.

In addition, a two-day National Girls Education Caucus Quarterly meeting took place on May 24th - 25th 2023. The meeting analysed budget speeches from MoEST, TAMISEMI, Ministry of Community Development, Gender, Women and Special Groups and Ministry of Legal Affairs for the fiscal year 2023/24, along with drafts on ETP 2014 (2023 edition) and curricula reviews by MoEST. The goal was to assess their alignment with issues related to access to education, including the re-entry agenda. Attended by 23 participants (16F, 5M), the meeting yielded immediate results: the submission of caucus recommendations to MoEST and the circulation of a press statement through traditional and online media platforms.

A subsequent monthly meeting on June 28th reflected on the commemoration of the Day of the African Child and assessed the status of the re-entry agenda implementation in the country. The caucus consolidated progress on the Day of the African Child and evaluated members' efforts in re-entry advocacy.

In June, in collaboration with local partner WOWAP, the Network formed the Chemba District Girls' Education Caucus, aiming to advocate for access to education for girls and boys by creating awareness on re-entry guidelines and implementing the re-entry agenda.

Moreover, a National Girls Education Caucus meeting was convened on August 9th focused on consensus-building and generating issues to guide the development of the National Re-entry Implementation Plan with key government ministries. The meeting proposed a plan framework comprising of five chapters.



Figure 6 Government officials and members of the National Girls Education Caucus working hard to finalise the draft re-entry implementation plan in August 2023 in Zanzibar.

4.3.1 Conduct Global Action Week for Education (GAWE)

The Network organized three national GAWE committee meetings to strategize and plan GAWE 2023. In addition, two pre-GAWE scoping visits were undertaken, leading to the formation of the local committee, collaborative efforts with regional and district authorities, identification of venues and schools, and enlistment of vendors for various goods and services. One of the committees focused on robust fundraising, securing a total of TZS 51,760,000 in pledges from 13 organizations during the reporting period. The actual amounts received from 10 organizations totaled TZS 24,860,000.

Between April 17th - 21st, TEN/MET mobilized members for the execution of the Global Action Week for Education (GAWE) in Morogoro District Council. A total of 39 TEN/MET CSOs participated, presenting resolutions to the regional authority and the government, emphasizing the improvement of access, quality, and inclusivity of education. Network members contributed a total of TZS 14.5 million towards

infrastructure completion in selected schools, allocating TZS 2.5 million to construct an ECD model classroom at Mvuha Primary School. The remaining TZS 12 million was dedicated to desks, flooring, and toilet construction, except for the staff toilet that still needs finishing. Other policy related issues that members worked on were issues related to curbing school dropouts and shortage of teachers. Stakeholders also recommended the construction of more schools to help students access the education services in their locations. Importantly, PO-RALG through the Regional Commissioner's office pledged to uphold the call to action from the GAWE.



Figure 7 The guest of honour, Morogoro Regional Commissioner Ms. Fatma Mwasa, visits a booth belonging to one of the members during the 2023 GAWE commemorations in Morogoro District Council.

4.3.3 Organize International Quality Education Conference (IQEC)

The third International Quality Education Conference took place from November 27th to 29th 2023, in Dar es Salaam, focusing on the theme 'Rethinking Education Systems in the 4th Industrial Revolution'. The subthemes of the conference were; Gender Equality in Access to Education, Education Financing, Digital Literacy and Cybersecurity, Lifelong Learning, Teacher Professional Development, Parent and Community Engagement, and Future-Ready Spaces. In preparation, a steering

committee comprising of TEN/MET members ³and partners ⁴was formed, processing a total of 50 invitations along with a concept note and programme outlining the conference's key issues. Concurrently, the Resource Mobilization Subcommittee diligently worked towards securing TZS 296,162,000 required to host the conference, identifying and engaging various organizations and private companies for support.

The conference attracted 280 participants from Tanzania Mainland, Kenya, Uganda, Rwanda, Zimbabwe, Malawi, Mozambique, Lesotho, and Zanzibar. Adopting a hybrid format, the event was livestreamed on YouTube and Zoom, drawing over 100 participants from the Horn of, East, and Southern African regions. Dr. Charles Msonde, officiating on behalf of the Minister of PO-RALG, led the conference, resulting in nine commitments and 10 calls to action/deliberations. The presence of the Special Guest, H.E. Dr. Jakaya Kikwete, Former President of the United Republic of Tanzania and Chairperson of the GPE Board of Directors, further elevated the event's prestige.



Figure 8 International participants posing with the chief and distinguished guests during the 3rd International Quality Education Conference in Dar es Salaam.

IQEC OUTCOME STATEMENTS

³ Shule Direct, Transforming Life, Uwezo, African Child Projects, AKDN ⁴ UNICEF, LAS

“We, the delegates of the 3rd International Quality Education Conference met at the Serena Hotel from the 27th - 29th November 2023 and collectively present the following shared commitment and deliberations:

A. Our Shared Commitment:

1. To discuss and deliberate on the theme entitled “Rethinking Education Systems in the Fourth Industrial Revolution” and provide solutions for African education systems.
2. To review and revisit our continent's education systems in light of the fourth industrial revolution and advise all actors on what needs to be done to improve the quality of education for all learners in Africa.
3. To reaffirm our commitment to effectively participate and engage in improving our education systems in light of the fourth industrial revolution and uphold all principles enshrined in SDGs 4 and 5.
4. The realization of quality education systems remains our overarching roadmap for achieving sustainable development and overcoming multiple challenges. We will continue to engage with all actors including governments, UN agencies, the private sector, teachers, students, and parents to ensure we channel our energy and efforts towards the realization of Agenda 2030.
5. We emphasize that reducing inequality in education provision, access and inclusion requires a multifaceted approach and deliberate urgent actions that promote best practices, increased investment in education and improved teacher development and training.
6. We reaffirm that the 2023 International Quality Education Conference theme is comprehensive and seeks to send decisive action for African states to deliberate if the continent needs to prosper and engage meaningfully in the global economy and technological advancement.
7. We reiterate that for any education system to transform life and increase the productivity of its citizens it must be people-centred while balancing the three dimensions of sustainable development: economic, social, and environmental, in an integrated manner.
8. We also reaffirm the need for all school-age children to be in school and complete their schooling circle without violence and discrimination. We are committed to improving the learning environment by ensuring schools and learning centres are the most secure places to promote peace and justice.

9. We commit to continue working with the government and all stakeholders to ensure all learners have the opportunity to access inclusive equitable, and quality education.

B. Call to action towards – Improved Education Systems in the Fourth Industrial Revolution.

1. We call upon all African states to strengthen education systems to meet the needs of the fourth industrial revolution.
2. We call upon the governments to allocate 20% of the national budget and 6% of GDP to finance the education sector.
3. We emphasize the need for African states to empower all teachers from both public and private schools with pedagogical skills for the effective implementation of reviewed education policies and curricula.
4. We call upon the African Union, the East African Community, and the Southern African Development Community to coordinate and steer discussions on technology, the digital revolution, AI, and all forms of advancement to improve the quality of education in Africa.
5. We urge communities and education stakeholders to address the urgent need to eliminate violence against children in school, at home, and online. This should be achieved through united, targeted advocacy, evidence-based collaborative actions, and the financial support of interventions aimed at reducing violence against children.
6. We call upon all education stakeholders to embrace and improve the teaching and learning environment to meet the demands of the fourth industrial revolution.
7. We urge higher learning institutions to invest in research to inform education policies and practices to advance the delivery of quality, equitable, and inclusive education in Africa.
8. We reiterate the need for governments to employ a multi-sectoral approach in addressing education policies, strategies, and plans.
9. We reaffirm the need for all learners to be taught in the language they understand.

10. We recognize the importance of youth participation and engagement in strengthening education systems across the globe.
11. TEN/MET commits to continuing to work with all actors to strengthen education systems to produce skilled and productive learners, capable of competing in the global market.”

“AFRIWAG is dedicated to acquiring precise information and staying abreast of all pertinent developments in the field of education, both domestically and internationally. We actively seek to forge strong connections with education stakeholders both at home and abroad, uniting our voices as a collective force in tackling critical educational issues, such as child protection and safety, achievements that have been greatly facilitated by TEN/MET's involvement. TEN/MET should continuously continue to empower its members and ensure they are equipped with the latest insights and knowledge in the education sector” – Faraji Isihaka, AFRIWAG Programme Manager

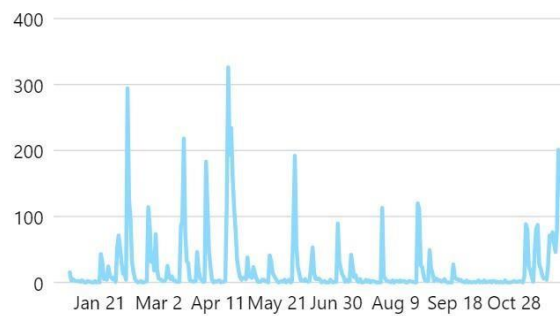
4.4.1 Conduct a Press Conference/ Release to the Public on Education Issues

On May 16th 2023, the Network released a press statement addressing the Network's press release regarding Ministry of Education, Science, and Technology's (MoEST) ETP 2014 and curricula reviews. Additionally, utilizing the National Girls' Education Caucus, the Network issued another press statement to advocate for the gender mainstreaming of ETP and curricula. Both statements received extensive coverage in traditional and online media outlets, reaching a broad audience. The focus of these statements was to influence the government in augmenting the education financing budget, enhancing infrastructure, implementing quality assurance measures for more than 30% of schools, and intensifying teacher employment efforts.

Furthermore, the Network persistently utilized social media platforms as a fundamental component of enhancing the Network's visibility and disseminating diverse information.

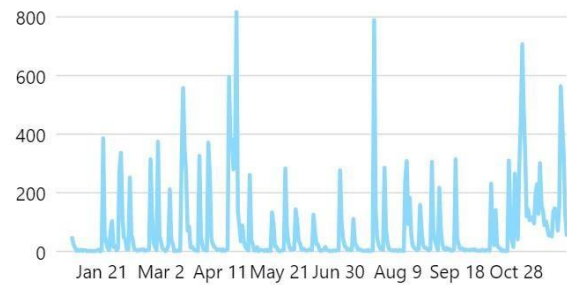
Facebook reach ⓘ

2,307 ↓ 99.2%



Instagram reach ⓘ

4,025 ↓ 97.9%



Instagram and Facebook reach in 2023

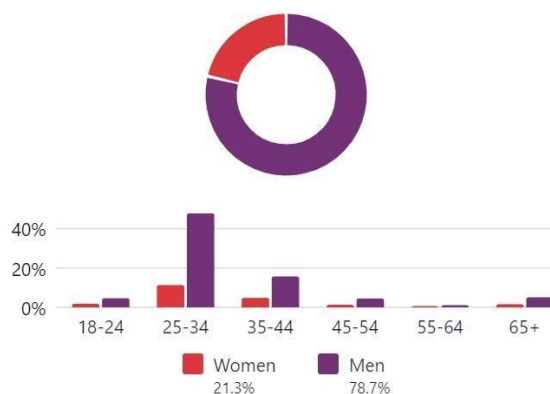
Facebook followers ⓘ

4,112

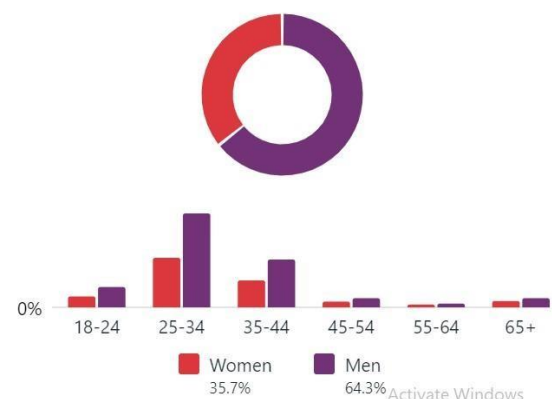
Instagram followers ⓘ

3,233

Age & gender ⓘ



Age & gender ⓘ



Cumulative Facebook and Instagram followers in 2023

4.4.4. Air TV/Radio Spots and Documentaries on Education Issues to the Public

In a concerted effort to reach and engage the community, TEN/MET strategically utilized media platforms - both television and radio - as powerful tools for disseminating crucial education information. During the reporting period, the Network produced a compelling television advertisement, leveraging online platforms for widespread dissemination.

Simultaneously, TEN/MET broadcasted 60 radio spots on Clouds FM - Power Breakfast, aired during the prime morning hours. These radio spots were crafted to sensitize the community about supporting students, especially girls and boys who had

dropped out, in re-enrolling without facing stigmatization. The immediate impact of these radio spots was palpable, with heightened audience awareness, improved message recall, increased engagement, enhanced brand recognition, and a notable response to the call-to-action.

Through strategic media outreach, TEN/MET not only disseminated vital education information but also catalyzed tangible societal change, fostering a supportive environment for education access and inclusivity. This proactive approach underscores the Network's unwavering commitment to driving results and positively impacting communities across Tanzania.

4.4.5. Participate in Educational Media Talk Shows

The Secretariat staff have been consistently sought out by prominent media outlets to shed light on pressing education matters. TEN/MET was invited by Kiss FM to share insights on crucial educational topics, including examination performance, the Education and Training Policy, and curriculum reviews. During this pivotal interview, Mwl. Wilson Chacha emphasized our pivotal role, stating, "We serve as the vital bridge between the government and education stakeholders." This statement underscores the indispensable contribution our Network makes in bolstering governmental initiatives aimed at delivering top-notch, accessible, and inclusive education to every learner across the nation.

CHALLENGES

- i. Funding availability to fully fund the 2023-2027 Strategic Plan.
- ii. Limited staffing to fully implement the programmes outlined in the strategic plan.
- iii. Member de-registration- Unfortunately, during the beginning of the year, the Registrar of NGOs deregistered 4,898 CSOs for non-compliance across the country, affecting seven Network members. The impacted organizations were Dinkwa Women Development Organization (DIWODEO), Elimu kwa Jamii (ELIJA), Environment, Health and Entrepreneurship (EHE), Morogoro Youth Organization (MOYOGA), Mwanza Policy Initiative Network (MPI Network), New Chapter Development for Youth (NCDY), and Resources Advocacy Initiative (RAI). Following the registrar's action, the Secretariat recommended

an express cessation of membership for these organizations until further notice, as outlined in Article 13:(i) of the Network's constitution. Support was provided to members, and information was furnished as needed. As of the reporting date, DIWODEO and ELIJA had been reinstated.

LESSONS LEARNT

- i. The forwarding of funds proves advantageous for the Network, fostering enhanced resource utilization efficiency and contributing to alleviating funding shortfalls for members.
- ii. Diversifying funds to align with the Network's resource requirements is imperative for future sustainability.
- iii. Searching for both internal and local volunteers and interns to address understaffing.
- iv. TEN/MET's advocacy on re-entry policy has shown the importance of having advocates who are passionate and committed to the cause. The Network used advocates who are passionate in driving change by engaging with policymakers, raising awareness, and mobilizing communities.
- v. The policy advocacy work for re-entry requires grassroots mobilization to raise awareness and stimulate support. TEN/MET mobilized education stakeholders has used various strategies, such as community meetings, media outreach, and social media campaigns, to mobilize communities and advocate for change.

CONCLUSION

The first year of implementing the 2023-2027 Strategic Plan has yielded significant results for the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET). We have expanded our membership from 184 to 232, contributed to pivotal policy and curriculum reviews, and secured substantial financial commitments, including a collective pledge of \$30,141,663.90 through the GPE multiplier grant event. Our initiatives have transformed teaching and learning environments in multiple schools

and heightened community support for the re-entry policy, enabling seamless reenrollment of dropout students.

Despite challenges, such as limited funding and staffing, the Network has operated smoothly, driven by the commitment of the Secretariat and strategic oversight from the Board of Directors. As we move into the second year of our strategic plan, TEN/MET is well-positioned to build on these successes, ensuring continued progress towards equitable, inclusive, and quality education for all learners in Tanzania

Statement of Comparison of Budget and Actual Amounts, January to Dec 2023						
	Original Budget [A]	Adjustment [B]	Final budget [C=A-B]	Actual [D]	Performance Difference =CD	Performance=D/C
GRANTS/REVENUE						
EOL	350,228	16,480	366,708	366,708	-	100%
Malala	459,534	-	459,534	468,110	-8,576	102%
FCS	55,803	-	55,803		55,803	-
GCE	23,500	-	23,500		23,500	-
Well Spring	467,160	-	467,160	500,085	-32,925	107%
ANCEFA	46,771	-19,845	26,926	26,926	-	100%
Membership fee	36,400	-	36,400	9,475	26,925	26%
Others Contributions						
	233,223	-105,604	127,619	127,619	-	100%
Total Grants/Revenues	1,672,619	-108,969	1,563,650	1,498,923	64,727	96%
EXPENSES						
Admin Overhead						
	315,786	10,634	310,152	232,077	78,075	75%
Program Delivery	658,490	15,892	674,382	414,799	259,583	62%
Institutional capacity	419,170	-224,948	194,222	79,456	114,766	41%
Networking	141,368	23,555	117,813	75,445	42,368	64%
Capacity building	159,295	-134,545	293,840	37,044	256,796	13%
Research	29,200	10,830	40,030	7,848	32,182	20%
Advocacy	615,226	-229,770	385,456	194,540	190,916	50%
Total expenditure	2,338,535	-528,352	2,015,895	1,041,209	974,686	52%

