



A Review of Gender Based Violence in schools in Tanzania

An Education Stakeholders' Report

(based on a GBV in schools
forum)

June 2011

- 1. Introduction**
- 2. The Global Picture**
- 3. Regional Perspective**
- 4. Where do we stand?**
- 5. Issues identified**
- 6. Who is doing what where?**
- Good practice and potential for scale up**
- 7. A response**
- 8. Conclusion**
- 9. Annexes**

Annex 1: Summary of organizations' programmes

Annex 2: Fema School proposed criteria

Annex 3: VSO Gender Lens

Annex 4: VSO Gender Organisational Development tool

Annex 5: Economic returns to investment in adolescent girls

Annex 6: Bukoba Rural District Education Department Strategies to promote learning improvements for Girls Education

Annex 7: List and contact details of participants

End Notes



The effects of girls' education are not only immediate but also long-term. Girl's education saves not only girls who receive the education but also their children when they become mothers. If all women had secondary education, 41 % of under-5 death could be saved in sub-Saharan Africaⁱ.

1. Introduction

This report attempts to capture the information from a two day workshop looking at '**Gender Based Violence (GBV) in schools in Tanzania**' held on the 16th & 17th June 2011 in Dar es Salaam. The workshop brought together over 17 civil society organisations, 7 international non-governmental organisations, ministry representatives: Ministry of Education and Vocational Training (MoEVT) and Ministry of Community Development Gender and Children (MoCDGC), and Development Partners (please see annex 7 for a full list of participants). The workshop was funded by the Department for International Development (DFID) and facilitated by Save the Children.



The workshop identified the issues that girls face in relation to accessing and staying in school with a focus on GBV. In the workshop we mapped out what organisations and the Government of Tanzania (GoT) are doing in regard to this; looked at successes, challenges and potential for replicability and scale up. The voices from the workshop and recommendations of how we might move forward in developing a coordinated response and approach to addressing GBV issues in schools in Tanzania are captured in this report.

We hope the findings of this report will be used by the key education stakeholders in Tanzania, particularly the MoEVT and the MCDGC to consider actions that can move forward the agenda on reducing GBV in schools.

2. The Global Picture

Across the globe girls face barriers to getting into school; in **69 out of 185** countries, girls are less likely to start school than boysⁱⁱ and even if girls start school, they are more likely to drop out than boys; in **106 out of 168** countries, girls are less likely to continue studies in secondary educationⁱⁱⁱ, yet, over half of the world's out-of-school population are **girls (53%)**^{iv}.

The benefits of educating girls are clear (see annex 5); perhaps the greatest gains can be seen in the **health field**. Educated girls tend to marry later and have fewer children, healthier pregnancies and safer deliveries. Girls' secondary education is one of the best vaccines against HIV. Better educated mothers ensure their children have improved nutrition (reducing stunting), vaccinate their children against key childhood diseases and have been shown to reduce infant and maternal mortality. Recent research published by the Lancet shows that 4.2 million fewer children died in 2009 because women received more schooling^v.

Economically, **education drives growth**. Investing in girls' education is also a proven and effective route to ensuring long term economic growth. Just one extra year of primary school is likely to boost a girl's eventual wages by 10-20%^{vi}. More significant is what the wages are used for: women and girls make good use of the money they earn, reinvesting 90% into their families compared to only 30-40%^{vii} for men. Our failure to educate girls doesn't make economic sense. It is important to invest in all levels of girls' education, from pre-school to university. However, evidence shows that it is secondary education that delivers some of the highest social and economic returns^{viii}. Dropout rates typically peak for girls between primary and secondary school which is true for Tanzania but increasing the share of women with a secondary education can boost per capita income, strengthen economic productivity and bolster civic participation and democracy.



3. Regional Perspective

In the East African region (Kenya, Tanzania, Uganda, Rwanda and Burundi) gender parity has generally been achieved at primary level^{ix} but at secondary level the picture is very different. At secondary school in Tanzania girls make up **44.5%**^x of the population but drop outs rate are high and attendance ratio is low at 8%^{xi}. In Uganda, girls make up 46% of the total secondary school population but dropouts are again high at 21.8% and gross attendance rate is low at 18.1%^{xii}. As we move through the education system gender parity decreases; in Tanzania and Rwanda: 67% men and 33% women are enrolled in public universities; in Burundi only 1% of women of tertiary age are in tertiary education compared to 3% of men^{xiii}.

There are only approximately half the numbers of female to male teachers at secondary level in Tanzania^{xiv}. In Uganda only 22% of secondary teachers are female^{xv}.

In Kenya, Uganda and Tanzania the mother's education also has a large effect on the skill attainment of their children; when mothers have primary education or less, the positive impacts are limited but mothers with secondary education or higher, have a significant effect not only on their child accessing school but also their success to learn in school^{xvi}. In Tanzania a study by Uwezo showed that only 9% of mothers have a level of education higher than primary school. The same report for Uganda shows only 18% of women above the age of 16 having attained an education higher than primary school, and in Kenya it shows that an astounding 15% of fathers have had no form of education at all^{xvii}.

A staggering 26% of Kenyan girls are married by the time they reach 18, as are 41 % of Tanzanian girls and 46 %of Ugandan girls^{xviii}.



4. Where do we stand?

4.1 Facts and figures: Tanzania

Some key indicators of gender inequality include gender differences in primary and secondary school enrollment, retention and completion; life expectancy; income; decision-making power and rights in marriage, land inheritance and representation in parliament^{xix}.

In Tanzania primary school enrollment is at parity for girls and boys^{xx} but the number of drop-outs is high especially in the upper grades of primary as seen in diagrams 1 and 2.

Diagram 1: Survival rates by grade and gender 2009-2010^{xxi}

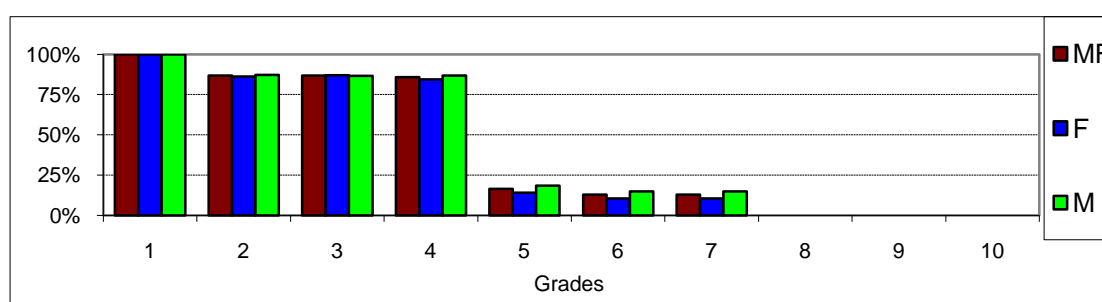
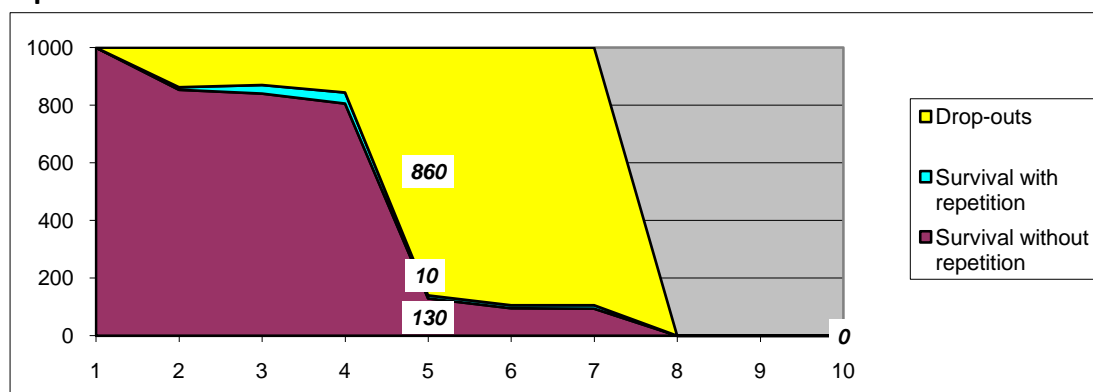


Diagram 2: Survival rates for females to grade 5 and final grade with and without repetition 2009-2010^{xxii}



Source: Ministry of Education and Vocational Training Statistics, 2009-2010 (see end notes)

The attendance ratio at secondary is only **8%**^{xxiii} and again there is a high dropout rate^{xxiv} especially as girls progress through to the higher grades: girls number 589,976 in total in form 4 but reduce to 18,380 in grade 6^{xxv}. Low participation in education is closely related to early marriage, with girls aged 15 -19 in Tanzania having a **21%** chance of being married by the time they reach 19 years old^{xxvi}.

Gender parity in Tanzania tends to decrease with the level of education. The parity starts with a male to female ratio of nearly **1:1** at the primary level, which widens to **1: 0.8** at secondary level and goes up to **1: 0.5** at higher education, meaning that there are twice as many men as women in higher education in Tanzania^{xxvii}.

Inheritance laws in Tanzania are also gender biased. The government and the judicial system recognise customary and Islamic laws with regard to inheritance, both of which contain provisions that discriminate against women. The Commission for Law Reform has drafted amendments to remove discriminatory measures from existing inheritance laws, but the government is not yet ready to implement these amendments^{xxviii}. The bride price is also a significant inhibitor of women's rights, making it difficult for a woman to leave her husband, and if she does so she is highly unlikely to retain her children. There is also no domestic violence law in Tanzania and although Tanzania ratified the African Union Maputo Protocol on Women's rights in 2007, to date it has not been domesticated. As such there are significant gaps in the legislation to protect women and girls in Tanzania.

In decision making women lag behind men; there are only **102** out of a grand total of **357** female members of parliament in Tanzania, which is approximately 29%^{xxix}.

4.2 The Situation in Schools

The Tanzania Violence against Children study (TVAC, 2009) commissioned by UNICEF and overseen by a National Multi-Sector Task Force (MSTF) exposes an alarmingly high rate of physical, sexual and emotional violence in schools: after someone's house, schools were reported as the second most likely place that children experience all forms of violence. Of the children who reported experiencing sexual violence, 16.7% of girls reported that at least one incident occurred on school grounds; while 25.5% of girls reported an incident occurred going to or from school^{xxx}.

Physical abuse by teachers is highly prevalent—over half of Tanzanian girls and boys who experience physical abuse (punching, whipping, kicking) identify a teacher as the abuser (52.6% and 50.8% respectively)^{xxxi}. The report also highlighted that few children report their experiences of abuse, and when they do report, even fewer receive any



services. It highlights the overall alarming high levels of sexual and physical violence in schools which is detrimental to achieving effective learning outcomes for children, especially girls. This report recommends specific violence prevention and response actions to ensure children can learn in a safe environment. These are:

- need to establish safe/confidential guidance and counselling spaces, with fully trained counsellors, as part of the national school programme
- existing schools based Code of Conduct (including professional ethics and conduct for teachers) needs to be reviewed and revised to reflect child protection standards
- child rights education and child protection should become integral/compulsory parts of revised pre-service and in-service teacher training
- standard and effective complaints, reporting and coordinating mechanisms and procedures to address and act on child protection issues within the school environment need to be established
- the use of corporal punishment by teachers should be reviewed and guidelines on alternative forms of discipline for teachers and non-violent learning methods should be developed and operationalised ^{xxxii}

5. Issues identified

The majority of issues identified in the GBV in schools workshop discussed education in the rural context though many issues are also relevant in the urban context too. Poverty is a major barrier to girls' progression through the education system, with high fees and the opportunity costs of losing a girl's labour, preventing many poor families from keeping their female children in school. Early marriage, teenage pregnancy and entrenched cultural attitudes also force many girls out of the system when they hit puberty^{xxxiii}.

When girls actually access school the challenges of staying in school and succeeding are great. The school environment significantly impacts girls' enrolment and attendance. The distance from school is a serious obstacle to participation; especially in rural areas. Safety concerns make many parents reluctant to send their girls to boarding schools or let them walk long distances to day schools. Inadequate infrastructure, such as the lack of separate latrines and inadequate water supply also impact on girl's enrolment and attendance. Within the classroom, gender-based violence, overcrowding, gender stereotyping in textbooks and the lack of female teachers, especially in rural areas, also contribute to girls' low enrolment and early drop out.

As illustrated in **diagram 3**, these issues identified in the workshop are all interlinked and all play a part in a girl's access, retention and completion of education. In order to impact positively on ensuring girls can not only access, but also complete their education, we need to address all these issues with an interlinked, holistic approach.

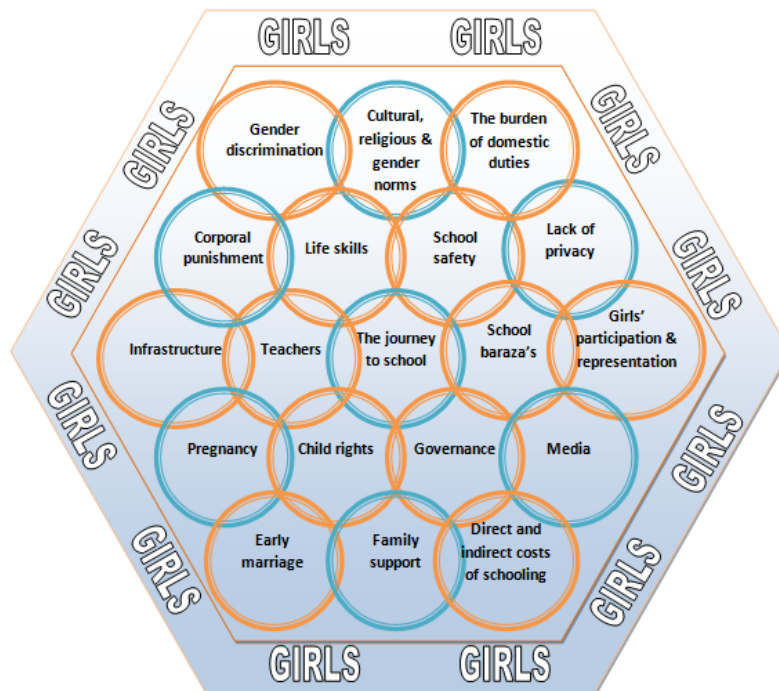


Diagram 3: Issues identified

5.1 Cultural, religious and gender norms may also mean that girls are more likely to be denied an education. In Tanzania cultural, religious and gender norms (female genital mutilation (FGM), early marriage, initiation and patriarchal societies) means that as a consequence some girls are more likely to drop out of school. The lack of awareness among communities and families, and the culture of 'upole' ^{xxxiv} rather than complaining or reporting abuse contribute to the trans-generational cycle of abuse and impunity of perpetrators.

5.2 The burden of domestic duties and labour within family enterprises (which is largely 'invisible' and unpaid ^{xxxv}), and the lost opportunity for labour by sending girls to schools is also a factor in the low enrollment of girls, especially at secondary level. Evidence shows that better water and sanitation frees up women's time to improve their economic participation ^{xxxvi}.



5.3 The journey to school: girls are more vulnerable than boys to physical and sexual abuse in, and en route to school. Concerns about their safety ^{xxxvii}; especially in rural areas; where the journey is long, makes parents reluctant to send their daughters to school. In the TVAC study that looked at where sexual violence occurs, it showed that girls are especially at risk; revealing that 17% of girls have experienced

at least one incident of unwanted touching or attempted sex while they are on school grounds and 26% on their way to or from school^{xxxviii}.

5.4 Infrastructure: the lack of adequate sanitation especially for menstruation management, keeps girls out of school for 1-2 days per month. In Tanzania 20% of schools have more than 100 pupils per latrine and 6% of schools have no latrines at all, while minimum standards are one toilet per 25 girls and one toilet plus one urinal per 50 boys^{xxxix}. Three in five schools are without an on-site water supply and 92% of schools do not have functional hand washing facilities^{xl}.

5.5 Lack of privacy: the lack of private space available for girls in both the school and at home, where the lack of separate rooms for girls in the home puts them at risk of sexual abuse and exploitation (SEA) by family members and relatives; as well as exposure to inappropriate behaviour was an issue identified. In the workshop it was reported that many causes of early pregnancy were through rape by family members^{xli}.

5.6 Media: participants felt that exposure to inappropriate media (media that is sexually explicit or contains violent images and bad language), and a lack of guidelines around access (e.g. access to community-based video halls) also added to the GBV in society, especially for girls.

5.7 Direct and indirect costs of schooling: the practice of charging official school fees or the levying of other charges, for example for uniforms, books, additional academic fees, school feeding, or boarding, means poor families are often not able to afford to send all their children to school, and girls are more likely to lose out. This is a recurring reason given by parents especially in rural Tanzania.

5.8 Family support: there is evidence to show that the support of parents (both financial and emotional) is important in keeping girls in school; children who have lost parents or have parents who are ill and unable to support them are more likely to drop out of school and be more at risk of GBV. In Tanzania there are over 2 million orphaned or abandoned children^{xlii}.

5.9 Weak laws: there are several laws in Tanzania which do not support child rights; the 1971 Marriage Act allows a girl to be married at 15^{xliii} but the law also allows exceptions for girls aged 14 years to be married if 'the court is satisfied that there are special circumstances which make the proposed marriage desirable'^{xliv}. Corporal punishment is legal in schools and widely practiced. It was felt that there was no meaningful way for schools, children or school councils to follow up on cases of GBV because of a lack of enactment of existing laws.

5.10 Pregnancy: the existence of prohibitive regulations and the lack of a protective policy guaranteeing teenage mothers the right to continue with their education after delivery, deprives girls of their entitlement to education in Tanzania^{xlv}. Dropout rates due to pregnancy are **8,000 per year**^{xlvi} and are likely to be under-estimated as many are reported as truancy. The president of Tanzania Jakaya Kikwete mentioned in the forward in *Mkukuta*^{xlvii} that drop out due to pregnancy was “of special concern....increasing from 6.5% in 2006 to 10.3% in 2008 out of the total reasons for drop out”.

5.11 School safety: physical or sexual abuse, harassment, bullying or discrimination may also lead to girls withdrawing from school or underperforming academically. In the TVAC study, results showed that physical abuse by teachers is highly prevalent: 78% of girls and 67% of boys who report abuse by teachers say they have been punched, kicked, or whipped more than five times by a teacher; and alarmingly, after someone’s house, schools were reported as the second most likely place that children experience sexual violence. Approximately 1 in 10 girls in the study, who experienced childhood sexual violence, reported that it was perpetrated by a teacher^{xlviii}.

5.12 Corporal Punishment: corporal punishment (4 strokes of the cane on the hand for girls and buttocks for boys) is supported by official government policy and has emerged as a key contributing factor to children dropping out of school; 68% of children reported being physically punished at school. Moreover, of the 60% of young people (aged 13 to 24) in Tanzania who reported experiencing physical violence from an adult or authority figure, the majority identified a teacher as the perpetrator^{xlix}.

5.13 Life skills: the lack of life skills, (especially in reproductive sexual health) being taught in schools was thought to be a contributing factor to girls not being aware of the risks they run and therefore contributed to GBV in schools. This linked with the **lack of psychosocial support** provided at schools and the lack of sufficient numbers of female counsellors.

5.14 Gender discrimination: discrimination through gender stereotyping remains a concern in Tanzania, which results in: (a) inadequate gender responsiveness in schools; (b) differentiated teacher behavior towards girls and boys; and (c) unequal power structures and relationships between peers within schools.

5.15 Girls Participation and representation: the unequal power structures at school also result in girls not being represented equally in the decision making bodies, such as children’s barazas (children’s councils or committees). This is also

mirrored in the lack of participation and representation of women in school barazas, such as parent teacher associations and school management committees. The adult literacy rate in Tanzania reflects this with the ratio of literate females to males at 0.83¹.

5.16 School barazas: the overall lack of capacity and weakness of school committees in addressing child abuse, especially the abuse of girls in schools by teachers, and reporting on issues of teacher absenteeism and competence was a concern seen by most NGOs participating in the forum. This is exaggerated by the lack of supporting policies and laws.

5.17 Teachers: teachers play a critical role in keeping girls in school. The methodology and language used in the classroom, unequal participation of girls and boys, the curriculum, and use of corporal punishment are some factors that can promote or demote girl's attendance and retention. **The role and status of female teachers is critical:** there is well-documented evidence that having more female teachers helps girls feel safer in schools and provides positive role models for girls.

5.18 Child rights: the lack of knowledge and awareness of child rights and **accompanying policies and laws** e.g. the Law of the Child (2009); from the family, community and school level, right up to national level, was a recurrent issue that was identified in the workshop. School baraza's, local district councils, parents, teachers and children themselves are not aware or educated on child rights and therefore do not have the knowledge to act when there are cases of GBV or abuse in schools.

5.19 Governance: the weak governance structures at all levels and the lack of enforcement and commitment due to budgetary restraints and corruption, was felt to be a weakness when advocating for girls to stay in school or when following up on cases.



6. Who is doing what where? Good practice and potential for scale up

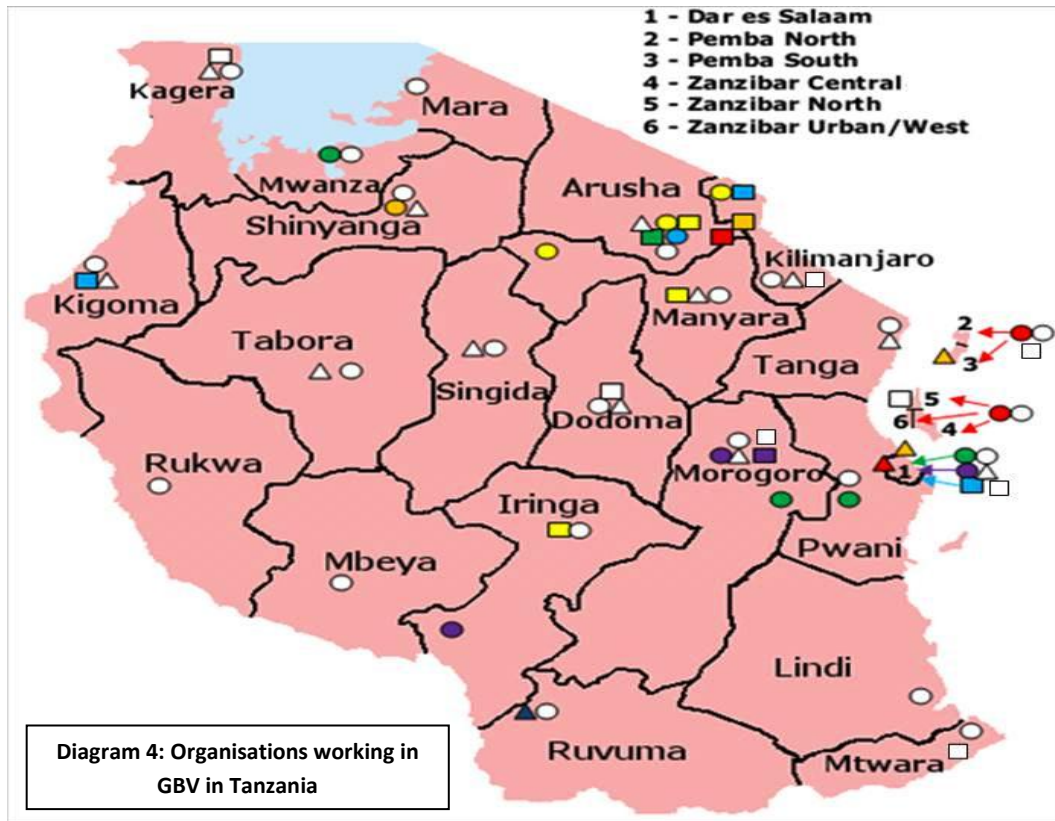
The organisations who attended the workshop have a tremendous amount of experience. **For details of programmes from each organization please see annex 1.**

Geographical Spread: From our analysis of programme interventions, (see **diagram 4** below) dealing with girl's education, there are several organizations working in Arusha, Kilimanjaro, Dar es Salaam, Morogoro and Manyara. The Southern and Western regions are underrepresented with interventions only in Rukwa, Mbeya, Mtwara and Lindi, and the very Northern regions of Mara and Mwanza only having access to the distribution of publications from FEMINA HIP. FEMINA HIP has the best geographical spread working in all 26 regions of Tanzania with programmatic interventions (i.e. community outreach and road shows) in every district in Tanzania, and 'Fema Clubs'^{li} also present in nearly every district in Tanzania.

World Vision has the best geographical spread in programmatic delivery working in 12 regions throughout Tanzania.

6.1 'Whole school approach': several organizations are using a 'whole school approach' working at primary and secondary level; **Community Aid and Small Enterprise Consultancy (CASEC), Secondary Education for Girls Advancement (SEGA), FHI, Maarifa ni Ufunguo, Plan International, World Vision, VSO and Oxfam .** SEGA works with primary school drop outs providing safe transport to and from school and a secondary boarding school where they run a life skills programme; they also have school counselors and do outreach work in student's homes if required. They have a high retention, transition and performance rate at 96%. This model has a lot of the components that we identified in the workshop as missing from schools in Tanzania and could be used as a model to draw good practice from. FHI, CASEC, Plan, Oxfam, VSO and Maarifa ni Ufunguo also use a 'whole school' approach, working at multiple levels improving infrastructure and working with students, teachers, school leaders, parents, community members and local government authorities to improve the quality of education and create a safe and healthy environment including addressing GBV in schools. These organizations also work at a governance level with district education officers and at national level to advocate for the development of policy and legal frameworks and good practice that will enhance and protect girls in school. This is covered in more detail under the advocacy and governance section. These models of best practice were adopted from Malawi and Ghana (FHI) and are now being piloted in Tanzania by Maarifa ni Ufunguo and in Nigeria by CAPP. A "Raising standards guide" in Kiswahili, with 60 tried and tested actions schools can take to raise standards, including 5 points relating to gender mainstreaming^{lii}, has been developed based on best practice with school heads and

ward education officers in Bukoba district and VSO. This ‘whole school’ approach that many organizations are using in various forms is a best practice model that could be scaled up, e.g. Oxfam’s programme model EQIP (Education Quality Improvement Project through Pedagogy).



●	Save the Children
●	Oxfam Great Britain
●	ACE Africa (Tanzania)
●	Plan International Tanzania
●	Maarifa ni Ufunguo
●	FHI
○	FEMINA HIP
■	Kamamma Integrated Development Initiatives (KIDI)
■	Tanzania Women Research Foundation
□	VSO Tanzania

■	UNICEF
■	Community Aid and Small Enterprise Consultancy (CASEC)
■	Elimu Community Light (ECOLI)
■	Secondary Education for Girls’ Advancement (SEGA)
△	World Vision Tanzania
▲	Friends of Don Bosco
▲	Songea Children’s Centre for the Blind (SOCCEB)
▲	Action Aid International Tanzania

6.2 Media: FEMINA HIP is a multimedia platform and a civil society initiative working with youth, communities and strategic partners across Tanzania. FEMINA HIP educates and entertains young people in Tanzania and gives them a voice to speak up and share experiences. Through their FEMA school initiative which targets secondary schools they are working to make schools safe and have two publications, 'Fema' and 'Si Mchezo' which discuss sexuality, relationships, risk, HIV/Aids, life skills and other life style issues. Results so far are positive and as these magazines are already distributed at national level (180,000 and 175,000 copies of each issue of Fema and Si Mchezo! respectively) this is an intervention that could easily be scaled up with additional resources. **Plan** work with Tanzania Broadcasting Corporation (TBC) conducting youth media's and forums on child rights.

6.3 Education and health: several organizations are working in education and health, doing a range of activities that include awareness raising, counseling, trauma therapy, sexual reproductive health education and life skills. **ACE Africa** works to support families and people living with HIV/ Aids, has an outreach counseling programme, provides some bursaries and even training in establishing school gardens to supplement nutrition. **Bagamoyo Education and Development Foundation (BEDF) and FEMINA HIP**, work with youth and children on reproductive sexual health. Some organisations are working with children with special needs; e.g. **Songea Children's Centre for the blind (SOCCCEB)** is working in a local school with blind children and **Tanzania Women's Research Foundation** is operating a trauma based cognitive behavioral therapy programme to treat post traumatic stress of orphans.

6.4 Making schools safe: FEMINA HIP have a specific criteria for schools being safe (see annex 2) which includes schools that: (a) are free of sexual, physical or psychological harassment and abuse; (b) allow young mothers back into school (in practice); (c) hold teachers, administrators and student leaders accountable for actions/inactions; and (d) have active sexual health HIV and life skills training in schools. **VSO** have a gender mainstreaming tool, the 'bridge model' (please see annex 4) to help organizations assess gender equity. These criteria from both organisations could be adapted and rolled out at a national level with the added value that they have already been piloted. **Save the Children** also works to make schools safe advocating for alternative forms of discipline in schools (for more details see 6.6).

6.5 Community involvement: several organizations are working directly with communities; **ACE Africa** establish community, individual and school gardens; **Kamamma Integrated Development Initiatives (KIDI)** is a community based organization working at a grass roots level with communities. **World Vision, Oxfam, Maarifa ni Ufunguo, Plan, FHI, SOCCEB, ECOLI, BEDF, FEMINA HIP** and **Action Aid** all have components of community awareness.

6.6 Child rights and child protection: the majority of organizations appear to have a strong component of child rights and child protection in their programmes. Many are working with children themselves as well as communities, schools, parents and district level government. This appears to be an area of strength for



many organizations so is one where we could learn from best practice and have the potential to have a large geographical coverage. **UNICEF** have developed and piloted a child protection system in 4 districts which was designed with the aim to scale up nationally; **Save the Children** is currently working with 131 councils at Shehia level in Zanzibar piloting the promotion of alternative forms of discipline in schools in Unguja and Pemba which is part of a larger child protection programme and has had excellent results at school level gaining support from the MoEVT, Zanzibar. In addition, Save the Children works on promotion of children's right to participation through establishment and capacity building of children's councils, currently working with 128 councils at ward level and 7 district councils. Through this work, children are advocating for the banning of corporal punishment in schools, as well as safer schools for children, in particular girls. **World Vision** conduct sensitization at the community level around child protection and child rights; **Maarifa ni Ufunguo** does similar work through school clubs; **Don Bosco** works to take care and provide a home and an education to the most vulnerable children and **Plan** do some work around birth registration in partnership with Registration Insolvency Trust ship Agency (RITA).



6.7 Teachers: several organizations, **ACE Africa, SEGA, FHI, Maarifa ni Ufunguo, Save the Children, Oxfam and VSO** are working with teachers to train them in student centered, gender friendly methodology, HIV/ Aids and alternative forms of discipline. There are examples of good practice, e.g. through their partnership with **VSO**, Katoke teacher training college are

running a gender mainstreaming session for student teachers which could be used as a model. The magazines produced by **FEMINA HIP** are used as extracurricular material supporting the MoEVT to implement the Guidelines for HIV and Lifestyle Education. **FEMINA HIP** also produces and disseminates a 'Fema User's Guide' to facilitate the use of the magazine as a teaching and learning tool.

Save the Children have a training manual for teachers on alternative forms of discipline.

6.8 Early childhood care and development (ECCD): seems to be an area that is not well catered for in regard to GBV in schools and there was only one organisation; **Elimu Community Light (ECOLI)** working exclusively in ECCD who attended the workshop. ECCD is an area that potentially could be explored in a response to GBV in schools though consideration would need to be given to which age groups to target. With the importance of secondary education for girls and the benefits it brings it would seem more prudent to focus at the primary and secondary level than in ECCD.

6.9 Infrastructure: **KIDI** are constructing classrooms, latrines and teachers houses as well as providing furniture for 3 primary schools. **Oxfam** also does some construction, particularly of WASH facilities. **Action Aid** is constructing girls' hostels as a direct solution to reducing the exposure for girls to GBV in partnership with the community. Best practice can be learnt from **KIDI** which is a community based organization and lessons learnt from **Action Aid's** work when working with communities for contributions. **Plan** is also constructing dormitories in their 'Learn without Fear Campaign' and **World Vision** has a component of renovation.

6.10 Advocacy and

Governance: VSO, Maarifa ni Ufunguo, Oxfam, Plan, World Vision, CASEC, FEMINA HIP and Save the Children all have advocacy components in their programmes. VSO has formed links with other organisations that focus on gender; as part of the MKUKUTA Gender Mainstreaming Working group, VSO is using the lessons it learns in the field to **influence policy** at a national level. **Maarifa ni Ufunguo** have an advocacy component to facilitate the development of policy and legal frameworks and good practice that will enhance and protect girls in school and raise awareness on obstacles to girls education as well as a research component. The findings from this research would be a great resource when designing a response. **FEMINA HIP** encourages and promotes ‘advocacy downstream’; which empowers young people with knowledge about their rights and provides the tools to advocate for their own rights.

Oxfam has a large campaigning,

advocacy and lobbying component to their work which takes a whole school approach, including raising the voices of students as rights holders (see Box 1).

Oxfam are very strong on advocacy and governance issues and best practice from their work globally as well as in country could be drawn upon. **Save the Children** is advocating for banning of corporal punishment and improved quality of education through inclusion of child protection and children’s rights into teachers training.

Box 1: Oxfam: Change Stories

*During the student elections in many schools, it was observed that student candidates were offering other students 50 shillings for a vote – demonstrating how many of them perceive elections and corruption as going hand in hand. KAWOCONET did some impromptu additional civic education with all the students and candidates *haj]b[* to start using their campaigns and speeches to win over voters instead of using bribes.*

Many teachers commented that they knew all about democratic principles and representative government because they ‘teach civics’ but they never saw the need to practice it in their schools – it had always been a theoretical and abstract idea and not something for their everyday lives. After the capacity-building that they received, they started looking at ways of changing school rules, etc, in line with these democratic principles.

Girl leaders- in the past, teachers usually selected a boy to be head prefect and a girl to be assistant head prefect. During these student elections, in 8 out of 10 schools, head prefects were girls. The task going ahead is to explore further why so many girls were voted in - was it an ‘artificial’ scenario or an outcome of a conducive and enabling environment - and what factors later on in life become a barrier for women to enter leadership positions? This will tie in with our gender work, particularly with the Oxfam ‘Raising her Voice’ campaign, which is aimed at promoting the voices of poor and marginalised women in governance processes at local, national and regional levels in areas of public policy decision-making and expenditure.

Parents were involved in the schools, many for the first time- on the negative side they were providing the money for children to buy votes, but this did show interest in their children having a position of power, more positively they also ensured their children looked smart on the day of elections and came to watch the campaigns. This is a much higher interest than is often observed, in an area where parents often do not attend parents’ days or requests to discuss their children’s progress.

6.11 Scale up: As we have illustrated throughout this section there are many opportunities to draw on existing good practice that could be scaled up and replicated in Tanzania.

7. Recommendations on Ways to respond to this Crisis

Making positive strides in the provision of girls' education requires a clear understanding of the issues and the extent to which they are currently marginalized. The workshop identified a range of issues and the organisations attending provided a wealth of experience and a sound understanding of the issues and extent of marginalisation faced by girls in Tanzania.

The pattern of exclusion and dropout rates we see in Tanzania, like elsewhere, is shaped by a variety of social, cultural and economic factors that are overlapping and mutually reinforcing. In order to address these factors effectively we need to take a coordinated and holistic approach to any response.

7.1 Practical Actions for key stakeholders: A lot has been written but there are some simple, cost effective practical actions that key stakeholders can take immediately that will go a long way to addressing some of the issues raised in this report. These practical actions are in line with the recommendations from the TVAC study.

Three Practical Actions for key stakeholders:

MoEVT:

- 1. Training and implementation of the national Code of Conduct and Professional Ethics for teachers with effective complaint reporting and referral mechanisms within the school environment.**
- 2. Address the re-entry policy for girls after delivery.**
- 3. Address the corporal punishment law and promote positive discipline in schools.**

Civil Society:

- 1. Develop a 'tool kit' of best practice.**
- 2. Develop a proposal for funding to address the issue of GBV in schools.**
- 3. Advocate with the MoEVT for the implementation of the three practical actions for the MoEVT.**

Communities and Parents:

- 1. Awareness raising at the family and community level about the importance and benefits of girls education, child rights and child protection.**
- 2. Families and communities support their daughters to access and stay in school and transition to higher levels of education.**
- 3. Well-trained and resourced school management and strong school committees.**

Teachers and schools:

- 1. Teacher recruitment needs to be gender sensitive ensuring we have female role models.**
- 2. Child rights education and child protection should become integral/compulsory part of revised pre-service and in-service teacher training.**
- 3. Training and implementation of the national Code of Conduct and Professional Ethics for teachers with effective complaint reporting and referral mechanisms within the school environment.**

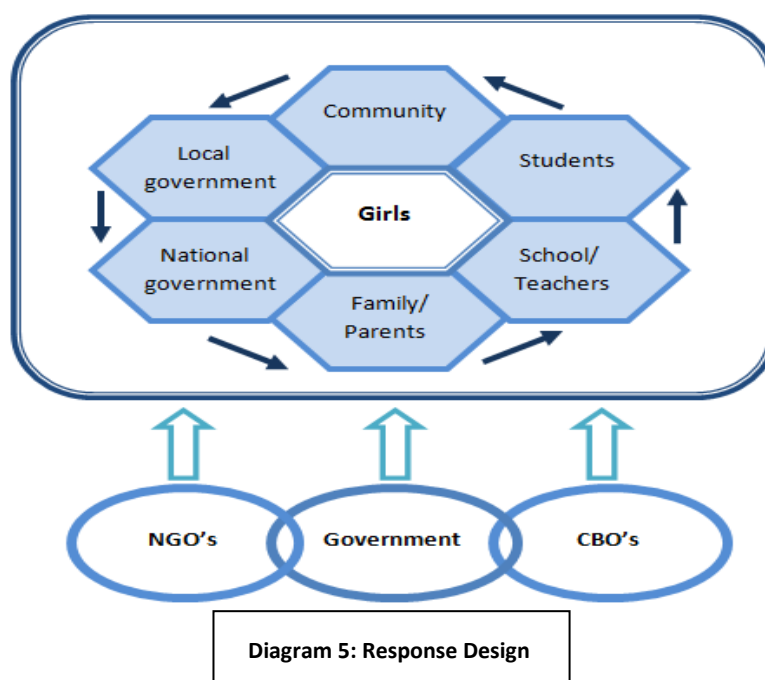
Children:

- 1. Peer education programs in all schools to empower children, especially girls, to speak out against violations of their rights and report cases of sexual and physical violence.**
- 2. Access to child friendly effective child abuse complaint reporting and referral mechanisms within the school environment.**
- 3. Giving children (and particularly girls) a voice in their schools and communities, potentially through children's councils, so that they can influence decision making processes in schools, at home and in communities.**

The workshop revealed that there was a feeling among agencies of a need to **improve coordination to allow organizations to work together in a meaningful way**; creating a strong united body that could be a voice in advocating for change.

A **'consortium model'**, where civil society operate a consortium of partners with the **GoT (MoEVT) being one of the partners**, working together to deliver the response would ensure coordination and a strong united body. The GoT (MoEVT) as a key partner in the consortium would ensure that the Ministry is an active partner in the initiative, in order to ensure sustainability, relevance and success. It is expected though that the government would demonstrate its commitment to child protection by supporting law reform where identified and increasing investment in the education sector. The **consortium would bring together organisations** with experience of working on education issues in Tanzania, alongside global expertise generated by international NGO's. The consortium would be committed to working with key officials and units within the MoEVT across all project components to ensure that government priorities are well integrated and to support government capacity to sustain and build on innovations.

To address the issues, action at all levels is critical; from the students themselves, working with the family and community; teachers and schools; to advocacy and capacity building at district and national level. Learning from best practice and the **'whole school' approach model** used by a variety of organisations, is a model which could be used



An **integrated multi pronged programme design** would seem to be the best model. This includes a mix of the **provision of hardware and software**. These include:

- dealing with basic infrastructure such as the provision of separate latrines for boys and girls;
- training for teachers on positive discipline and gender awareness;

- safe schools: codes of conduct for teachers; reporting mechanisms;
- awareness raising at the family and community level reinforced with practical support to allow girls to attend school (e.g. flexible hours for schooling, in kind supplementary food or voucher systems);
- capacity building and awareness raising at district level government;
- practical action through advocacy at a national level to ensure laws and policies are in place and enacted;
- giving children (and particularly girls) a voice in their schools and communities, potentially through children's councils, so that they can influence decision making processes in schools, at home and in communities

7.3 Target Group: Although it is important to work at all levels, the evidence suggests that the biggest impact is at secondary level therefore the recommendation for any response would be to **focus interventions on upper primary and secondary** with a particular emphasis on the transition.



8. Conclusion

The benefits of educating girls are clear; expanding girls' access to secondary education can help to support the achievement of all of the Millennium Development Goals and investing in girls' education is a proven and effective route to ensuring long term economic growth.

Through addressing GBV in schools and ensuring girls not only access, but stay in school, education stakeholders in Tanzania have an opportunity to have a massive impact, not only for girl's education in Tanzania but for Tanzania as a whole.

9. Annexes

Annex 1: Summary of organisations' programmes

Name of your organization: ACE Africa (Tanzania) P.O.Box16416, Arusha, Tanzania			
Your name & position: Gudila Joachim – Child Rights & Welfare Office Mob: 0754510581 gudilajtarimo@ace-africa.net			
Contact details (phone and e mail): <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> Joe Waddington – ACE Africa Director PO Box 16416 Arusha, Tanzania Mob TZ: +255 (0) 784792103 Joewadd@ace-africa.org </td> <td style="width: 50%;"> Anthony Okoti Project Manager Arusha, Tanzania Mob: + 255 (0) 789 596 461; 767 596 461 okoti@ace-africa.org </td> </tr> </table>		Joe Waddington – ACE Africa Director PO Box 16416 Arusha, Tanzania Mob TZ: +255 (0) 784792103 Joewadd@ace-africa.org	Anthony Okoti Project Manager Arusha, Tanzania Mob: + 255 (0) 789 596 461; 767 596 461 okoti@ace-africa.org
Joe Waddington – ACE Africa Director PO Box 16416 Arusha, Tanzania Mob TZ: +255 (0) 784792103 Joewadd@ace-africa.org	Anthony Okoti Project Manager Arusha, Tanzania Mob: + 255 (0) 789 596 461; 767 596 461 okoti@ace-africa.org		
Name of project: Mitigating the impact of HIV and AIDS on Orphans and Vulnerable Children through strengthening community skills and structures			
Donor: ACE Africa (TZ) Egmont Trust, ACE UK, Vitol Trust, Destiny of a Child ACE Africa (Kenya) Comic Relief, USAID/AED, NACC and other trusts			
Amount of funding: : ACE Africa (Kenya, TZ and UK): Annual Budget 2011: £650,000 ACE Africa (TZ)2011 Budget:£124,190			
Duration: Full programme length is Ten Years, Length of the project is Two Years			
Geographical location of project: Bungoma, Western Province, Kenya (Year 8) Siaya, Nyanza Province, Kenya (Year 5) Kimnyaki and Mateves, Arusha District , Tanzania (Year 3)			
Target beneficiaries: Orphans and vulnerable children, People Living with HIV&AIDS, Guardians/care giver young people and community support groups			
Overall goal of project: To reduce the impact of HIV and AIDS on rural communities in Kenya and Tanzania through the promotion of health education, child rights and protection, food and economic security, nutritional assistance, capacity building and support among the infected and affected			
Objectives: <ol style="list-style-type: none"> 1. To increase community knowledge on nutrition and sustain production of nutritious food crops for PLWA,OVC and community at large 2. To increase community access to and knowledge of HIV/AIDS Education and child right protection system in line with the government of Tanzania new Child Right Curriculum across the public and private sectors. 3. to increase access to psychosocial care and support, life skills and Counseling and Testing 4. To increase access to basic medication, nutrition supplements and direct aid. 			
Activities: Community Livelihoods initiative <ul style="list-style-type: none"> • Agriculture and Nutrition – training in organic agricultural practices to establish community, individual and school kitchen gardens • Income Generating Activities – training community groups in nutrition focused income generation e.g. nutritious flour, soya, fish farms, dairy goats • Group Capacity Building – training in governance and project cycle management Child Rights and Welfare <ul style="list-style-type: none"> • Child Rights Awareness – training in community and schools and establishment of Child Rights Committees and Child Welfare Mentors • Child to Child Health Clubs – training and establishing school health and HIV clubs, rights promotion and life skills • Training community on child protection regulations • Training primary schools teachers on child to child methodology • Conduct local and district advocacy days on child rights and child rights curriculum 			

<ul style="list-style-type: none"> • Strengthen linkages with local and district partners for referrals • Conduct in school guidance and life skill training to children at schools. <p>Counseling and Wellbeing Services</p> <ul style="list-style-type: none"> • Counseling – Outreach counseling, school counseling and VCT • Direct Aid – Medication, nutritional supplements, shelter, clothing etc <p>Education and Vocational Training</p> <ul style="list-style-type: none"> • Secondary School Bursaries • Further Education and Vocational training
<p>Stakeholders/ partners: SIDO, CARE, CEDESOTA, CASEC, TAC AIDS, Government departments of Community Development, Health and Social Welfare, Agriculture, education</p>
<p>Results (numbers reached 2010 Total beneficiaries – Direct :132,347, Indirect 248,034 , main success)</p> <p>Training and establishment of Child to Child Health Clubs in primary schools</p> <ul style="list-style-type: none"> • 99% of Child to Child school pupils with improved cleanliness habits and increased HIV and AIDS awareness • Decline in teenage pregnancies • Increased participation of children in identifying cases of abuse or vulnerable children in the community • Tanzania: 40 teachers and 20 head teachers from 20 schools • Kenya: 318 teachers and 159 head teachers from 159 schools • TOTAL number of children in clubs: 13,246 <p>Training and establishing Child Rights Committees</p> <p>Tanzania: 2 Committees Kenya: 12 Committees</p> <ul style="list-style-type: none"> • 484 cases handled by the committees • 305 cases referred to other service providers • 1,275 community members involved in child rights protection • 938 trained in child rights issues • 40 trained in paralegal issues • 6,527 other community members informed about child rights <p>Training Child Rights and Welfare Mentors and provision of in school guidance and counseling</p> <ul style="list-style-type: none"> • Tanzania: 40 Child Welfare Mentors trained • Kenya: 400 Child Welfare , nutrition and household mentors trained • In 2010 4,695 children received in school guidance and life skills: 4,695 <p>Impact</p> <ul style="list-style-type: none"> • Improved life skills of children, particularly girls • Improved retention in schools particularly girls • Decline in teenage pregnancies • Increased awareness on child right in the community • Increased participation of children in identifying cases of abuse or vulnerable children in the community
<p>Strengths of programme:</p> <ul style="list-style-type: none"> • Established community structures and systems that are providing care and support to the needs of OVC. • Established and strengthened partnerships with relevant CSO and government partners that are providing holistic services to OVC • The design of the programme allows for replication and adaptation in different social, cultural and economic specific context
<p>Weaknesses of programme:</p> <ul style="list-style-type: none"> • Migration, death and relocation of beneficiaries from project site reducing ability to continue providing care and support • Not easy to fundraise to support the whole programme • Ever increasing number of OVC that the programme is able to support with available resources

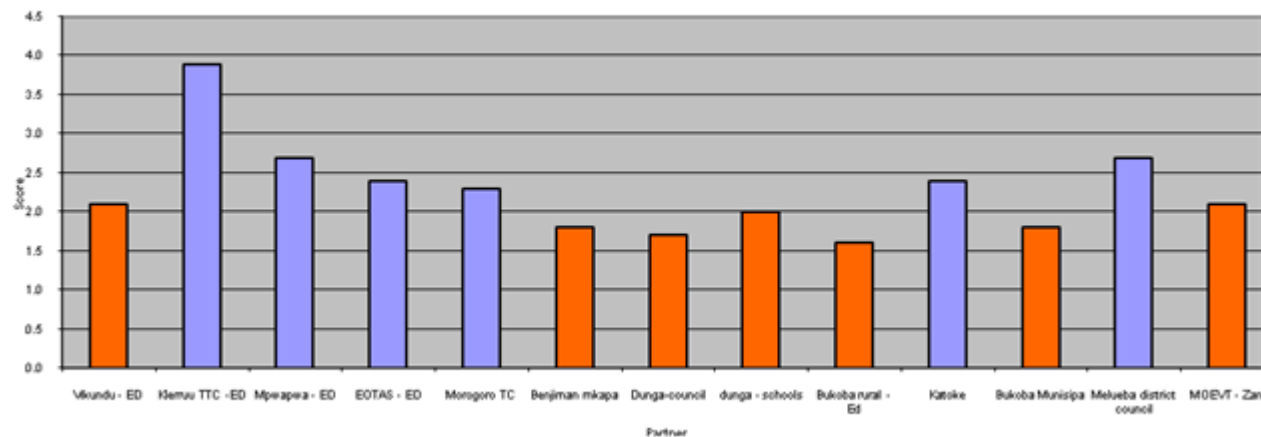
Areas you are not working in but where you have identified a need:

Tanzania – Home based care services for sick parents of vulnerable children

- Involvement of traditional leaders in the promotion and protection of children rights
- Use of media at community and National level to advocate for the rights of children
- Strengthening child rights committees with judicial and other services
- Developing district and regional catalogue/Contacts for use by the general public in seeking child protection services

Name of your organization: World Vision Tanzania
Your name & position: Esther R. Mongi/ Policy Analyst
Contact details (phone and e mail): Tel: +255 22 2775224/ 5528/5538 Mobile: 0754 463037 Email esther_mongi@wvi.org / emongi@yahoo.com
Name of project: Each Program has Education Project. World Vision has about 65 Program
Donor: WVT Program is funded by many donors such as Canada, Germany, Australia, US, New Zealand, Netherland, DFID, etc
Amount of funding: In the Financial Year 2009 the budget of education was 5% of the total budget
Duration: Programmes are implemented for 15 years
Geographical location of project: Arusha, Manyara, Tanga, Morogoro, Singida, Dodoma, Tabora, Shinyanga, Kagera, Kigoma, Dar es Saalam and Kilimanjaro, worked in 36 districts
Target beneficiaries: More than 4.5 Million people
Overall goal of project: To contribute to improved quality of primary education in WVT area of operation
Objectives: Increased performance of primary schools as per ministry of education standards by 2012
Activities: <ul style="list-style-type: none"> • Facilitate meetings with primary school teachers and school committee to discuss challenges and set strategies to solve those challenges. • Facilitate CBO leaders to counsel OVC guardians on their roles and importance of education • Facilitate sensitization meetings in villages on children rights to education, early marriage, • Create awareness to community on appropriate schools for disabled children through dissemination of posters. • Facilitate CBO to promote school feeding programme by sensitizing the parents to contribute for school feeding programme in collaboration with DED office • Facilitate academic refresher course ,child rights and protection to primary school teachers • Facilitate payment of school fees and procure scholastic materials for OVC enrolled in secondary schools Facilitate renovation of classrooms and teachers office
Stakeholders/ partners: Government (Central and Local Government) NGOs, FBOs, CBOs, Community members (Children, youth, men and women)
Results (numbers reached, main successes):
Strengths of programme: Competent & qualified staff, availability of funding, Managerial support, Willingness of community, Good relationship with Government especial Local Government Authority, Working with the poorest community (Rural area)
Weaknesses of programme: Depending much to external donors (which is not sustainable), transition of the programme is still an issue (When the program is phasing out)
Areas you are not working in but where you have identified a need: Need assessment is not yet done but in reality all other remaining Regions they have different needs.

Name of your organization:	VSO Tanzania
Your name & position:	Douglas Taylor Senior Programme Manager
Contact details (phone and e mail):	Douglas.Taylor@vsoint.org . Telephone: +255 [0] 22 2600053 / 73 / 87 Extension 108
Please note gender mainstreaming is an integrated focus in all our education projects.	
Name of project:	Project 1: SMILE – Science Maths and Improved Learning in English (Zanzibar) Project 2: PIE – Programme For Improved English. Project 3: RIDE. Retention Inclusion
Donor:	DPPA. CPPA. A. S. Hornby. Pestalozzi Children’s Foundation
Geographical location of project:	Zanzibar. Kagera. Dodoma and Zonal Teacher Training College in the mainland
Target beneficiaries:	Primary Beneficiaries: Primary and Secondary Students, Teachers, Heads, Ward Education Officers, District Education Office Staff
Overall goals of programme:	<ol style="list-style-type: none"> 1. Improve quality of teaching and learning in English, Science and Maths by delivering whole school change programmes, strengthening, in-service training, accountability and leadership at school, ward and district level and identifying and acting on gender issues 2. Improve quality of teaching and learning in English by strengthening primary and secondary pre-service training (including ICT) 3. Improve inclusion of children with disabilities at schools, ward and district level. 4. Empower civil society organization to advocate for policy change. 5. Advocate for: <ol style="list-style-type: none"> a. Improved inclusion b. The delivery of low cost, whole school in school in-service training. c. School Leadership
Activities:	<p>With reference to gender mainstreaming and applying child centered methodologies</p> <p>Gender is mainstreamed through our policies, and partnerships. At Programme level VSO has formed links with the Tanzania Gender Networking Program (TGNP), Policy Forum, PACT Tz, Embassy of the Netherlands, RePOA, Engender Health, In the Education Programme 13 of our partners have applied the ‘bridge model’ (please see attachment) to assessing their organizations gender equity and have identified actions to enhance gender equity. The bar chart below illustrates how our partners rated themselves on the simple gender mainstreaming organizational assessment tool. . Some partners are beginning to cascade mainstreaming themselves for example tutors at Katoke TTC run a gender mainstreaming session for their peers and student teachers. We work in partnerships with SEGA who focus on supporting disadvantaged girls to access quality education and develop leadership skills. VSO participated in the Growth and Poverty Reduction Strategy Gender Mainstreaming Working Group.</p> <p>Our projects focuses on enhancing the quality of teaching and learning and supporting teachers to apply ‘child centred’ methodologies and classroom management strategies. We support the development of models of good practice, and use of teaching and learning teacher champions to support whole schools change, working at head teacher, ward and district level to support accountability, a culture of appreciation and monitoring. , .</p>



Stakeholders/ partners:

MoEVT (Tanzania), MoEVT (Zanzibar). Dodoma Municipal Council. Bukoba Rural Council. Muleba Rural Council

Results (numbers reached, main successes):

In terms of direct numbers reached
 42,363 primary school students in the schools we support.
 2914 teachers
 118 managers

Example Results for gender - please find below some example results.

30 schools in 5 wards have identified gender equality issues, reflected on these and in some cases acted on these. Issues included:

The amount of attention boys and girls receive in the classroom

Gender representation in school leadership

Primary School Leaving Exam results

Attendance

Balance of gender representation in School Committees and in school staff

In Bukoba Rural in the 5 wards - boys primary school leaving exam results for 2010 showed that:

Boys improved by 14% to a pass rate 64 %.

Girls improved by 19% to a pass rate of 60%

A "Raising Standards Guide" in Kiswahili with 60 tried and tested actions schools can take to raise standards has been distributed to schools in Bukoba district. This includes gender mainstreaming activities and was developed based on best practice from the 5 focus wards. The guide was developed alongside School Heads and Ward Education Officers

In Muleba 25 female and 25 male teachers are aware of gender inequalities their pupils face, in their classrooms at home and in the community and are acting on these

In Zanzibar 12 teachers and 160 students have participated in gender awareness workshops, examining why some aspects of life in Zanzibar were the province of one gender and not the other, and why girls were less academically successful than boys.

	<p>In Muleba 467 Student Teachers have participated in gender awareness workshops, examining why some aspects of life in Tanzania were the province of one gender and not the other, and why girls were less academically successful than boys.</p> <p>In Zanzibar 244 teachers in 39 schools in have produced and are able to use gender sensitive, relevant low cost teaching aids to support English language teaching in the classroom.</p> <p>20 English Mentors, 20 Science Mentors and 20 Maths mentors have been trained to rollout participatory teaching and learning strategies and provide coaching support</p> <p>VSO was a member of the Childrens' Agenda which called for the Government to Invest to Make Schools Safe including to</p> <ul style="list-style-type: none"> • Ensure laws protecting children from violence in schools exist and are enforced and those responsible for keeping children safe deliver on their promises and fulfill their duties. • Support the establishment of student councils and elected student representation in school governance in primary and secondary schools. • Introduce sport into the curriculum and into In-ServiceTeacher Training Programmes. Evidence shows that sport and play improves discipline, teacher-student relations, attendance and student performance in academic subjects. • Ensure children have the opportunity to safely and confidentially report violence and abuse by other students and teachers • Ensure those responsible for violence and abuse including teachers and students are held Accountable
--	---

Name of your organization:	UNICEF
Your name & position:	Andy Brooks, Chief Child Protection
Contact details (phone and e mail):	abrooks@unicef.org
Name of project:	Child Protection Systems Strengthening
Donor:	
Amount of funding:	
Duration:	4 years
Geographical location of project:	National level and in 4 districts of Hai, Siha, Temeke, Kasulu
Target beneficiaries:	Prevention programs for all children and response for children exposed to abuse, violence and exploitation
Overall goal of project:	Building a protective environment for all children through a multi-sector response
Objectives:	To develop and pilot a child protection system in 4 districts that can be scaled up nationally, in line with the Law of the Child Act, to address the major child protection concerns and gaps highlighted in the violence against children study.
Activities:	<ul style="list-style-type: none"> - Costing and developing a child protection model in 4 districts - Communication strategy for addressing violence against children - Rules and regulations to protect children from abuse and violence developed in line with the LCA - Supporting the NCPA MVC to have a strong and clear focus on child protection
Stakeholders/ partners:	GoT (MCDGC, MOHSW, MOCAJ, PMO-RALG, MOEVT), UN agencies, US govt and Civil Society
Results (numbers reached, main successes):	
Strengths of programme:	Systems building approach, rather than "issue based"
Weaknesses of programme:	???
Areas you are not working in but where you have identified a need:	??

Name of your organization:	TANZANIA WOMEN RESEARCH FOUNDATION
Your name & position:	DAFROSA KOKULINGILILA ITEMBA
Contact details (phone and e mail):	+255 754 624631
Name of project:	Trauma-focused Cognitive Behavioral Therapy (TF-CBT)
Donor:	Duke University - US
Amount of funding:	40,000 USD
Duration:	30 months
Geographical location of project:	Kilimanjaro Region: Moshi Municipal and Moshi Rural districts.
Target beneficiaries:	Orphans, Guardians
Overall goal of project:	To treat traumatic grief and posttraumatic stress (PTS) of orphaned youth.
Objectives:	To reach 62 orphans and 62 guardians or caregivers by gathering information from children and families in areas related to child needs, psychosocial support, grief, HIV and AIDS and/or other topics requiring sensitivity to potential trauma, stigma, and violation of confidentiality. And offer CBT by June 2012.
Activities:	(i) Screening & Recruiting Orphans for CBT. (ii) Intervention involving imparting knowledge. To children and guardians.
Stakeholders/ partners:	(i) GoT: District level through the ward Executive Officers. (ii) Education authorities. (iii) Local community. (iv) Schools in the target area
Results (numbers reached, main successes):	For the 4 groups that have been completed (32 youth), findings suggest significantly reduced PTS at the end of treatment by child and guardian report (e.g., child baseline PTS report: $M=27.75$; end of treatment: $M=11.6$). Treatment gains appear to improve or be maintained at a 3-month follow-up ($n=16$; $M=8.25$).
Strengths of programme:	(i) Focussing on traumatic grief – usually overlooked (ii) Meeting psychosocial needs of children and caregivers. (iii) Results easily obtained through post and post post assessment visits. (iv) Pilot study of its kind in Tanzania proving TFCBT as an essential intervention. Weaknesses:
Weaknesses of programme:	(i) Project does not address holistic needs of children and caregivers
Areas you are not working in but where you have identified a need:	Data Analysis & data Interpretation, Socio economic support

Name of your organization:	SONGEA CHILDREN CENTRE FOR THE BLIND (SOCCEB)
Your name & position:	SOPHIA LUOGA – EXECUTIVE DIRECTOR
Contact details (phone and e mail):	+255 756 971 292; +255 658 971 292
Name of project:	IMPROVE LEARNING INVIROMENT
Donor:	TRINITY PRIMARY SCHOOL-SCOTLAND UK
Amount of funding:	TSHS 2,800,000.00
Duration:	6 MONTHS
Geographical location of project:	LUHIRA PRIMARY SCHOOL
Target beneficiaries:	BLIND PUPILS
Overall goal of project:	CONDUCTIVE LEARNING INVIROMENT
Objectives:	TO HAVE RELIABLE TOILETS
Activities:	TO BUILD SAFE TOILETS
Stakeholders/ partners:	GSM AND LUHIRA PRIMARY SCHOOL
Results (numbers reached, main successes):	4 ROOMS WERE BUILT
Strengths of programme:	GOT BACK UP FROM THE COMMUNITY
Weaknesses of programme:	NOT ENOUGH ACCORDING TO THE NEED
Areas you are not working in but where you have identified a need:	TUNDURU DISTRICT

Name of your organization:	Secondary Education for Girls' Advancement
Your name & position:	Pauline Dolan, Founder/Director
Contact details (phone and e mail):	+255 772 383 288 pollytanzania@gmail.com
Name of project:	The Sega Girls School
Donor:	Nurturing Minds, Inc. (USA), US Embassy (Tanzania), USAID
Amount of funding:	FY2011: Construction \$400,000 Program: \$165,000
Duration:	On-Going (indefinitely)
Geographical location of project:	Outskirts of Morogoro municipality, Morogoro Region
Target beneficiaries:	Vulnerable girls (current 85, plan to reach 200 total in our school)
Overall goal of project:	To provide quality secondary education to vulnerable girls
Objectives:	By 2015: a) to complete infrastructure for boarding school for 200 girls b) to achieve financial self-sufficiency through school-run businesses c) to be a model for serving vulnerable girls
Activities:	a) Non-formal program to provide primary school drop-outs aged 13-15 (between Std 5-7) with primary school equivalency and reintegrate into formal system at Form I level (like COBET Cohort II): Includes safe transport to and from school each day, hot meal, books/school supplies, uniform, teaching and counseling b) Development of a secondary boarding school for girls who have completed the primary school non-formal equivalency program; and provision of secondary education as per national curriculum (current school infrastructure and pupils are up to Form II so far—expanding to Form III in 2012) c) Development of school run businesses to provide hands-on learning in entrepreneurship/business management and to ultimately sustain running costs of the school (in-depth planning completed for first business, starting up in July) d) Development of a comprehensive life-skills program to develop self-esteem, leadership, personal financial management, sexual reproductive health and other important, relevant skills (currently in process through a VSO volunteer and School Counselor) e) Counseling at school and outreach in the home when needed
Stakeholders/ partners:	Stakeholders: parents/guardians, local community, Morogoro Municipality, Kihonda Ward Education Office; Partners: Safina Women's Association (Morogoro), The Foundation for Tomorrow (Arusha—provide teacher training for our teachers in exchange for educating one of their orphans)
Results (numbers reached, main successes):	57 formerly out-of-school girls completed Std VII equivalency so far and retained in formal secondary school (56) and/or vocational training (1). 30 currently enrolled in 2011 non-formal program; Higher than average retention, transition and performance (96% of students passed Std VII exam in 2009 and 85% in 2010);
Strengths of programme:	Comprehensive support for vulnerable girls—safe environment, safe transport, quality teaching, counseling, nutrition, low class size (28-30) and personalized attention. Reaching girls who dropped out of primary due to pregnancy. Reaching other girls who would otherwise not be in school. Reaching girls during the critical years of adolescence while they are more vulnerable to dropping out, engaging in exploitative labor, early pregnancy, etc.
Weaknesses of programme:	Potential mismatch of some of target group selected with the program offered? Form II exam results will reveal performance of our students. Because the program starts at secondary age, many girls have a very poor education foundation and its hard for them to catch up. Need for strengthening teaching quality—emphasizing more interactive/participatory methods (we are working on it). Per-beneficiary cost is high, due to comprehensiveness of services offered. Need to strengthen community contributions, though challenging as many students are orphans living with extended family or non-family members.
Areas you are not working in but where you have identified a need:	Developing a community outreach program to the families and local community; better integrating the school into the local community through providing other services; Advocacy for improving the TZ secondary curriculum and system generally

Name of your organization:	Save the Children
Your name & position:	Maimuna O. Ali – Child Protection Coordinator.
Contact details :	m.ali@savethechildren.or.tz
Name of project:	Change for Children
Donor:	SIDA
Amount of funding:	
Duration:	3 years – This programme is ending this month (June 2011) A proposal has been sent to SIDA
Geographical location of project:	Zanzibar - All 5 Regions in Unguja & Pemba
Target beneficiaries:	All Children in Zanzibar
Overall goal of project:	To protect 20,189 most vulnerable Zanzibar children from abuse, exploitation, health threats, HIV and other factors that put them at risk through appropriate policies and practice that are adequately resourced and effectively implemented at community, district and national level.
Objectives:	1: By 2010, National policies and strategies that affect the survival, development and protection of children in Zanzibar are strengthened, known and understood by children and duty bearers. 2: By 2010, effective and adequately resourced child protection mechanism bringing together relevant players from government, CSOs and communities, will have been established at district and sub-district levels in all 5 regions in Zanzibar benefiting the most vulnerable 5% of children
Activities:	Establishing a functional Child Protection System in Zanzibar <ul style="list-style-type: none"> • Training stakeholders in Child Protection and Safeguarding • Developing relevant materials • Establishing mechanisms for child protection • Establishing Shehia Children Councils and National Child Advisory Board • Promoting Child Participation • Establishing Zanzibar CSOs Network for Child Rights and Protection
Stakeholders/ partners:	Ministry of Social Welfare, Youth, Women and Children Development; Ministry of Education and Vocational Training; Zanzibar Legal Services Centre; Zanzibar Association of People Living with HIV/AIDS; Zanzibar University; Zanzibar Press Club.
Results (numbers reached, main successes):	<ul style="list-style-type: none"> • Establishment of <ul style="list-style-type: none"> ➤ Child Protection Desks at 2 Police Stations ➤ Child Protection Units (2) in the Department of Social Welfare ➤ One Stop Centre at Mnazimmoja Hospital in Unguja (Similar Centre will be opened in Chake Chake Hospital soon) • Pilot testing the promotion of Alternative Forms of Discipline in 10 schools in Unguja and Pemba • Provision of Child Protection Training to 150 Stakeholders in collaboration with the Zanzibar University
Strengths of programme:	A cadre of Work force that has been trained in Child Protection & Safeguarding
Weaknesses of programme:	Documentation
Areas you are not working in but where you have identified a need:	Child Labour – We submitted a proposal to EC and expect to get funds soon.

Name of your organization:	Plan International Tanzania
Your name & position:	Justine Moses Mbegete – Community Development Facilitator
Contact details (phone and e mail):	+2554784442919, justine.moses@Plan international.org
Name of project:	Learn Without Fear Campaign (Dormitory construction)
Donor:	Sponsorship Fund
Amount of funding:	More than \$ 200,000
Duration:	Five years
Geographical location of project:	We work in 6 program areas (Dar es salaam urban, Ifakara, Kisarawe, Kibaha, Mwanza and Geita
Target beneficiaries:	Children, Youth and duty bearers
Overall goal of project:	Children and youth are empowered, respected and responsible
Objectives:	Children and youth are safe and free from violence, abuse, exploitation and neglect
Activities:	Capacity building to children, youth, families, community and Civil society organization, Promotion of child rights awareness to right holders and duty bearers, facilitate formation of community committees and by-laws to deal with VAC; facilitate child participation in clubs and community dialogues to address VAC, conducting Universal birth registration campaign in collaboration with RITA (Registration Insolvency Trust ship Agency), Advocacy in child rights, Conducting children and youth media forum in collaboration with Tanzania Broadcasting Corporation (TBC), conducting consultation meetings with children and youth.
Stakeholders/ partners:	District Governments councils (social welfare departments, health department, education departments, Community Development departments, police, district magistrate court, office of registrar of births and deaths) wards development committees, Local NGOs and Community based organization, TBC,
Results (numbers reached, main successes):	Establishment of community factional child protection committees, increased community response and reporting of child abuse incidents. Increased primary duty bearers' responses to protection issues
Strengths of programme:	Community active participation, working with government structure from grassroots to national level, working with media
Weaknesses of programme:	Lack of legal and psycho-social support / assistance at community level for child survivors of abuse and their families, inadequate enforcement of law and policies, low awareness of community on child act law 2009 and other international convention like CRC, ACRWC, poverty at household level, unsafe school environment especially long walking distances, inadequate financial resources.
Areas you are not working in but where you have identified a need:	We are reaching other areas which we don't work through media coverage where we have identified the need to do so,

Name of your organization:	Oxfam Great Britain
Your name & position:	Mary V. Soko , Programme Education Officer
Contact details (phone and e mail):	0772 600 373,
Name of project:	Education Quality Improvement through Pedagogy (EQUIP)
Donor:	Top Project, Christmas Unwrapped, State of Gurnesey
Amount of funding:	
Duration:	3yr , 2009-2012
Geographical location of project:	Shinyanga district in Shinyanga region
Target beneficiaries:	Teachers, pupils, school management committees
Overall goal of project:	To improve learning outcomes, enrolment and attendance in primary schools in the project area and to promote quality education in Tanzania.
Objectives:	To improve the standards of teaching and learning in primary schools in Shinyanga district councils and demonstrate to national decision makers the elements required to improve the quality of classroom practices (pedagogy)
Activities	<p>Capacity building: Training of trainers of teachers (ToTs), Training of Teacher mentors, Training of school management committees, Training of all primary school teachers in Shinyanga district on pedagogical knowledge Training of Teacher Recourse centres coordinators (TRC coordinators), training of female teachers and girls on leadership roles, Training on student BARAZAs,</p> <p>Provision of WASH Facilities: Construction of rain water harvesting tanks, Shallow wells, Latrines to most vulnerable schools and communities around.</p> <p>Campaign, Advocacy and lobbying: with Tanzania Education Network (TEN/MET) organize national forums of Community of practice on learner centred learning, Quality education Conference, Live debates on radios and TVs Organize Global campaigns for education GWA, TWD, Reflections and learning visits Documentation of best practices</p>
Stakeholders/ partners:	Local government of Shinyanga, TEN/MET, Shinyanga Education Network (SEN), SNV and TWESA
Results (numbers reached, main successes):	<p>1800 teachers, more than 117,000 pupils, xx tanks, xx shallow wells, constructed 5 and renovated 7 Teacher resource centres, 27 school libraries,</p> <p>Main success:</p> <ul style="list-style-type: none"> • EQUIP has demonstrated ‘child-centred pedagogy’ to all the schools within the project area, Head teachers, teachers, educators and policy makers. • Teachers and students have developed more of a mutual understanding, and there is more cooperative learning in schools. • Students are more motivated to learn and to participate in school. • Teachers now come regularly and are student-friendly. • Corporal punishment has also significantly decreased within schools. • Created a better teaching and learning environment and improved learning resources such as provided books to schools, and constructed and renovated Teacher Resource Centres (TRCs) and libraries. • It has also trained teachers to make their own Teaching Learning Materials (TLM) together with their students • supported good school governance by training and mobilising School Committees, Head teachers, Ward Education Coordinators; created a pool of professional mentors; promoted school pupil clubs; and established the Teachers’ Network and the Shinyanga Education Network • EQUIP in also worked with school community to raise awareness on the importance of educating children, HIV/AIDS and gender issues; addressed water and sanitation issues by constructing rainwater harvesting tanks and community shallow and deep wells in some schools;
Strengths of programme:	<ul style="list-style-type: none"> • The EQUIP model can be scaled up or replicated • It has its own training and mentors resource pool • Reliable funds

Weaknesses of programme:	<ul style="list-style-type: none"> • Better monitoring and evaluation (M&E) focused on outcomes rather than on outputs, could have made the project more successful and visible. • The lower primary education cycle could have received a different approach from the other classes as their needs are more specific which could have increased the project's impact. • Rural and remote areas could have been the first focus of the programme implementation rather than concentrating at urban areas
Areas you are not working in but where you have identified a need:	<ul style="list-style-type: none"> • Girls education and cultural practices that hinder girls' education • Early Child Development (ECD)

Name of your organization:	Femina HIP
Your name & position:	Michelle Fuko: Manager, M&E, Partnerships, Strategic Planning
Contact details (phone and e mail):	(255) 077 641 3215, michelle@feminahip.or.tz
Name of project:	Fema School Initiative
Donor:	PSI- Husika Project, SIDA, DANIDA, HIVOS
Amount of funding:	Varies, yearly
Duration:	Ongoing
Geographical location of project:	Tanzania: both urban and rural populations
Target beneficiaries:	Secondary School aged youth
Overall goal of project:	To increase the number of 'Safe Schools'
Objectives:	To engage headmasters and head teachers in creating safe and positive learning environments for students
Activities:	Offer annual award to 'Best Fema School' which is one that follows specific criteria and is nominated by its student body
Stakeholders/ partners:	PSI, Haki Elimu?, Restless Development?, TAHOSSA?
Results (numbers reached, main successes):	N/A (new initiative)
Strengths of programme:	<ul style="list-style-type: none"> - We are already present in schools via our Fema Clubs and our annual best teacher, best club awards - We have a positive relationship/reputation among teachers and headmasters - It is manageable in scope
Weaknesses of programme:	<ul style="list-style-type: none"> - Funding for rewards required - Nomination process will be difficult to monitor - Ensuring schools meet our minimum criteria will be labor/resource intensive
Areas you are not working in but where you have identified a need:	-Out of school youth (we are working with them but need be more creative in our approach)

Name of organization:	Elimu Community Light (ECOLI)
Your name & position:	Juhudi N. Mbwambo – Executive Director
Contact details :	P.O Box 11077 Arusha ; Email: ecolitz@gmail.com ; Phone:+255 755 379 574
Name of project:	Community empowerment on Early Childhood Care Development (ECCD) programs in Arusha city council.
Donor:	Internal source and contributions from individual partners
Amount of funding:	Depending on annually internal income earned
Duration:	2009- 2011
Geographical location :	Arusha city council
Target beneficiaries:	Children caretakers and teachers, ECCD centers/schools, young children, parents and guardians, community leaders and local government officers inline with ECCD programs
Overall goal of project:	To enhance capacity of ECCD providers to provide quality services to young children in the community.
Objectives:	<ul style="list-style-type: none"> -to support and build the capacity of ECD day caretakers and teachers in Arusha city council who will in turn build the capacity of children and the communities as a whole. -to develop model ECCD centers that demonstrate a good practice and example on ECCD services in the community. - To promote awareness and change on positive ECCD services provision in the community. - To link our program with other likeminded organization to advocate for policy creates provision of quality ECCD services in the community.
Activities:	<ul style="list-style-type: none"> -Train ECCD day caretakers and teachers by imparting knowledge and skills on positive care-giving and develop models of good practice in caring and developing for small children. -Develop and running Elimu Community Light Children Unit (ECOLICU) ECCD model centers - Undertaking seminars, dialogue, workshops and meeting to promoting awareness and change on ECCD programs that enable young children to access quality care, protection and development and improve their well being in the community. -Engaging with programs carried out by networks/coalitions for children protection and development to advocate for provision of quality services to young children in the community.
Stakeholders/ partners:	Arusha city council, Caucus for Children Rights (CCR), health and Education for Development (HEfDe), Maarifa ni Ufunguo, Arusha NGO network, AECDEN/TECDEN and TENMET
Results (numbers reached, main successes):	<p>More than 300 day care and teachers were trained, more than 10,000 children benefited, 675 parents, 184 community and government leaders involved in seminars, dialogue, workshops and 990 parents and guardians attended seminars and training at ECOLICU centers parents meetings. The numbers of 138 Children caretakers and teachers have successful completed ECCD course and qualify for ECCD professionals that enable young children to receive quality services in the center.</p> <p>There is an improvement of ECCD services in the community as majority of children attend ECCD centers.</p>
Strengths of programme:	<p>It has brought great awareness and change on ECCD services in Arusha City council.</p> <p>It promotes community ownership in planning and implementation ECCD programs.</p> <p>It has seen as the unique program since Tanzania has low awareness on ECCD background</p>
Weaknesses of programme:	Limited of resources (human, financial) for monitoring and evaluation of the previous programs as well as broadening this project to other districts.
Areas you are not working in, but have identified a need in:	Youths and women empowerment programs

Name of your organization: FRIENDS OF DON BOSCO
Your name & position: EVANS TEGETE.FOUNDER AND MANAGING DIRECTOR
Contact details (phone and e mail): evancetegete@hotmail.com,Box.10169.Dar,fdbtz@yahoo.co.uk
Name of project: TAKING CARE OF THE MOST VULNERABLE,STREET,DOMESTIC WORKERS,INVOLVED IN COMMERCIAL SEX,TRAFFICKED,MARGINALIZED CHILDREN TOWARDS HELPING THEM GETTING EDUCATION BOTH FORMAL AND NON-FORMAL EDUCATION
Donor: DON'T HAVE PERMANENT RATHER THAN JUST FRIENDS. SUCH AS RESOLUTE TANZANIA LIMITED,VIA AND CONTRIBUTION FROM INTERNATION VOLUNTEERS AND VISITING GOOD SAMARITAN AT OUR ORGANIZATION
Amount of funding: 170 MIL. TSH FOR SCHOOL FEES,BUS FARE,FOOD,STATIONARY,MEDICAL SERVICES,ELETRICITY AND WATER BILL AND OTHER GENERAL EXPENDITURE
Duration: PER YEAR
Geographical location of project: KIMARA SUCA- DAR ES SALAAM AND NEAR FUTURE EXPECT TO BE ALSO IN BAGAMOYO ALSO MSATA WHERE WE EXPECT TO OPEN A SCHOOL FOR MOST VULNERABLE CHILDREN AND NON VULNERABLE CHILDREN
Target beneficiaries: MOST VULNERABLE,STREET,INVOLVED IN COMMERCIAL SEX,DOMESTIC WORKERS,TRAFFICKED AS WELL AS MARGINALIZED CHILDREN
Overall goal of project: PROVIDING PARENTAL CARE AND EDUCATION
Objectives: PROVIDING RELIEF TO ALL MOST VULNERABLE CHILDREN,CREATE AWARENESS TO THE COMMUNITY ON CHILDREN RIGHTS AND ,ENVIRONMENTAL ISSUES,PROVIDING FORMAL AND NON-FORMAL EDUCATION AND IN COLLABORATING WITH OTHER CHILDREN STAKEHOLDERS.
Activities: COUNSELING,PSYCHOSOCIAL PROGRAM,LIFE SKILLS,EDUCATION ON HUMAN TRAFFICKING, CHILDREN RIGHTS ADVOCACY TRAINING,HIV/AIDS AND DRUG ABUSE AWARENESS, ENVIRONMENTAL ISSUES,WORKCAMP,SPORTS,CHOIR AND SINGING PROGRAM AND INTERPRENUERSHIP SKILLS.
Stakeholders/ partners: CHILDREN RIGHTS FORUM,MINISTRY OF COMMUNITY DEVELOPMENT GENDER AND CHILDREN,MINISTRY OF EDUCATION AND VOCATIONAL TRAINING,MINISTRY OF HEALTH AND SOCIAL WELFARE,LOCAL GOVERNMENT AUTHORITIES,POLICE, MADIA AS WELL AS THE COMMUNITY
Results (numbers reached, main successes): BEING ABLE TO MAKE A CHILD GRADUATE AT UNIVERSITY OF DAR ES SALAAM,10 OF THEM BEING STILL IN DIFFERENT UNIVERISTIES,4 IN DIFFERENT COLLEGES IN DIPLOMA LEVEL AS WELL AS 6 IN CERTIFICATE LEVEL AND THE REST ARE IN ADVANCED SECONDARY AND O'LEVEL,PRIMARY AND NURSERY LEVEL. TOTAL BENEFICIARIES SUPPRTEED ARE 167 AGED FROM 4 TO 24 YEARS OLD FROM 17 UPCOUNTRIES INCLUDING ZANZIBAR BOYS TO GIRLS.
Strengths of programme: SENDING AND INFLUENCING MANY CHILDREN GOING TO SCHOOL AND HAVING STRONG VOLUNTEERISM SYSTEM TOWARDS HELPING THE CHILDREN AS MANY STAFF CAME FROM THE SAME SITUATION
Weaknesses of programme: FAILURES OF GETTING SCHOOL FEES OR OTHER SCHOOL NEEDS AS WELL AS NOT HAVING PERMANET WORKERS DUE TO LACK OF PROVING SALARIES AS WE DON'T HAVE ANY DONOR UP TO THIS MOMENT
Areas you are not working in but where you have identified a need: ON ENVIRNMENTAL ISSUES

Name of your organization:	Maarifa ni Ufunguo
Your name & position:	Dunstan Kishekya, The Executive Director
Contact details (phone and e mail):	0786 696120; dunstan.kishekya@maarifa.or.tz or kishekya@gmail.com
Name of project:	Transforming Education for Girls in Nigeria and Tanzania (TEGINT)
Donor:	Comic Relief and Tubney Charitable Fund
Amount of funding:	Tsh 1.7 billion
Duration:	5 Years
Geographical location of project:	3 Regions (Arusha, Kilimanjaro & Manyara) and 6 Districts (Arusha, Babati, Hai, Mbulu, Monduli and Moshi Rural)
Target beneficiaries:	34,000 girls and 6,500 teachers, 36 SMC and communities
Overall goal of project:	To achieve a transformation in the education of girls in Tanzania and Nigeria, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation in education and increase their vulnerability to HIV/AIDS.
Objectives:	<ol style="list-style-type: none"> 1. To build the capacity of girls (and boys) in the project area to challenge gender discrimination 2. To promote participatory modules on gender and HIV/AIDS in national pre-service and in service teacher training in Tanzania and Nigeria 3. To facilitate capacity building and ongoing support to school management committees and wider community addressing girls' rights in education and HIV/AIDS. 4. To facilitate the development of legal and policy frameworks, and good practice, that will enhance and protect girls' rights in school. 5. To build the capacity of CAPP and Maarifa Ni Ufunguo as leading national organizations in education, gender and HIV/AIDS.
Activities:	<ol style="list-style-type: none"> a. Establish enabling structures e.g. school clubs / baraza / pupil bungalows, community circles, school management committees, Gender Desk Police post. b. Conduct research activities on challenges that hinder girls on access to basic rights e.g. education, protection, expression of views, participation in decision making, basic needs (food, clothing, health etc.) c. Capacity building trainings on gender and HIV/AIDS issues, participatory methodologies, confidential report, awareness raising / creating seminars / workshops on rights of child rights and challenges that hinder access to rights d. Organize forums e.g. bunge sessions, of stakeholders e.g. school children, teachers, traditional, religious and local government leaders to discuss on means to address challenges of girls rights to education, food shortage, reentry measures, abolition of child labour, corporal punishment and protection against HIV/AIDS issues in 6 districts. e. Organize inter ward/district exchange visit between school pupils, SMCs, female networks in 3 regions to discuss and share success stories and campaign against FGM and patriarchal system. f. Document best practices and lessons on scaling up gender and HIV/AIDS issues to school Barazas and respective institutions and produce video documentaries, newsletters, leaflets and case studies on experiences on building capacities of boys and girls. g. Organize local and national level forums for lobbying and advocacy to influence changes of policies e.g. education and reentry, marriage, land etc. and practices e.g. traditional customs and norms, in favour of child rights to education, and other aspects of living.
Stakeholders/ partners:	Schools, community members and readers, district officials (DEOs), hospitals workers, teachers (matrons and patrons), school clubs, gender desk police, Media groups, Principals from 5 Teachers Colleges, Community circles, TTCs, TRC, NGOs, Women networks
Results (numbers reached, main successes):	<p>Objective 1:</p> <p>34,000 girls have: a. improved confidence and negotiation skills, more diverse life options, b. Increased awareness of HIV and access to VCT services and reduced vulnerability to HIV, c. more confidence to report violence and abuse</p> <p>d. Increased girls' primary level enrolment, completion and attainment rates</p> <p>e. Increased awareness on the obstacles to girls' education</p>

	<p>Objective 2: i. 6,500 teachers in Tanzania are skilled in gender and HIV and AIDS through high quality and sustainable in- service and pre-service training ii. Teacher training institutions co-develop, incorporate and promote participatory approach modules on gender, HIV/AIDS including active participation of women.</p>
	<p>Objective 3: a. SMCs have increased capacity to influence and support schools in understanding and implementing policies, programs and practices that better respond to the needs of girls. b. Parents and SMCs in 36 target communities are mobilized and supportive of girls rights to education c. Facilities in TEGINT schools have improved in ways that benefit girls.</p>
	<p>Objective 4: i. Policy, implementation strategies and adequate resources are in place that boost girls’ enrolment, retention and transition to public primary and junior secondary/ordinary level education. ii. Girls and women have a stronger role in education policy and decision making at all levels.</p>
	<p>Objective 5: a. Maarifa has improved capacity and achievement in programme development, implementation, M&E, fundraising. b. Deepened understanding of girls’ education, gender and HIV/AIDS. c. Maarifa is well known for its work on girls’ education, gender and HIV/AIDS. d. Developed communications infrastructure.</p>
Strengths of programme:	<p>1. It is an innovative programme <i>with Project Hypothesis - Theory of change stating: 1. We can truly transform the education of girls by working with diverse individuals and organizations on a sustained and systematic basis in a strategic, combined, way at multiple levels, using participatory and dialogic methods and explicitly addressing gender discrimination.</i> 2. What factors are most important in bringing about the change needed to transform education for girls, how do these factors interact and how are these different in pastoralist or Islamic communities? 3. How does the allocation and management of financial resources (and the support of community structures to demand and monitor these) affect the inclusion and retention of girls in school?</p>
Weaknesses of programme:	<p>1. Altitudinal and behavioural change type of project demand reasonably longer time than 5 years 2. Multidisciplinary dimension nature of the project involving many issues of research, capacity building, networking, lobbying and advocacy. 3. Involvement of multiple partners in the project and difficult of reconciling views for consensus building and synchronization in time schedule of activity implementation. 4. Difficult of adequate involvement of all stakeholders in research and participatory process in planning, design, implementation, monitoring and evaluation</p>
Areas we are not working in but where needs have been identified:	<p>Delivery services for infrastructure and facilities improvement due to fund limitation and mainly focusing on advocacy.</p>

Name of the organization	Kamamma Integrated Development Initiatives (KIDI)
Donor	Stromme Foundation –Norwegian organization with the regional office Kampala Uganda
Amount of funding	Tshs. 65million per year
Duration	From 2005- 2013
Geographical location of project	Lowlands of Arumeru district areas bounding Simanjiro district in Manyara region.
Target beneficiaries	Pre-primary, Primary, secondary students, teachers and school management committees.
Overall goal of the project	Promote basic quality education that will contribute towards poverty reduction through the promotion of social integration and awareness rising so that people will have the capacity and motivation to address problems for ignorance and poverty
Objectives	<ol style="list-style-type: none"> 1. Improved Classrooms and teachers houses in three primary schools in Nganana, Maweni and Umoja. 2. Improved classrooms with set of desks in three primary schools in Nganana, Maweni and Umoja.
Activities	<ul style="list-style-type: none"> • Construction of four units of teacher’s house at Umoja and Maweni Primary schools. • Construction of 28 stances toilet at Nganana, Maweni and Umoja primary schools. • Weekly field monitoring and project follow ups • Organize Annual campaign for rights of education to children especially on April during Global Week of Action and African day child. • Provision of 220 desks to the three primary schools (96 desks Nganana, 40 desks to Maweni and 84 desks to Umoja primary schools. • Construction of 11 classrooms (3 Nganana, 4 Maweni and 4 Umoja).
Stakeholders/ partners	The community, local government and regional and district networks.
Results(number reached, main successes)	1150 students of the 3 primary schools got direct benefits and about 3000 parents benefited indirectly.
Strengths of the programme	Qualified staff, committed to work with their community people. Furthermore, the organization is community based.
Weaknesses of the programme	Limitations of funds to responds to various rural communities needs and requests or having one donor just funding a portion of education sector.
Areas you not working in but where you have identified a need	Firstly, Advocacy for Children rights, protection and participation. Secondly, supporting most vulnerable children for scholastic materials and school fees especially those in secondary schools. Thirdly, Grants to support the synergy between micro-finance in development groups and education improvement in the areas.

Name of the organization	Community Aid and Small Enterprise Consultancy(CASEC)
Name and Position	Simon D.Kirway: Education Lead person
Contact details	Temdo Building, Njiro Road P.o.Box 2660, Tel :+255 272549207 Mobile: 0783688138/0713 421664
Name of the project	Girls rights to secondary education(focusing on education, gender and addressing violence against women/girls/children
Amount of funding	£395,661
Duration	48 months
Geographical location of the project	Manyara, Iringa and Arusha regions
Target beneficiaries	The primary target groups are School children(boys and girls), while the secondary target groups are school Boards, school managements team(matrons and patrons), Wards development committees(WDC) and the respective district councils)
Overall goal of the project	The overall goal of the project is to reduce gender disparities in the enrolment, retention and performance of children in secondary school in Tanzania. The aim is for girls to successfully claim their right to secondary education in Mbulu district of Manyara Region, Kilolo district of Iringa Region and Ngorongoro district of Arusha Region, including marginalised groups.
Objectives	Some of the project objectives are: 1.To increase girls gross enrolment including marginalized and vulnerable children in 3 districts 2. To increase girls final pass rate, including marginalized and vulnerable children 3. To Reduce gender based violence in schools
Activities	Summary of key activities -training of school Boards, WDC on their roles to improve the learning and teaching environments in schools -Training on gender focused budgeting -Formation of girls clubs -training of school matrons and counsellors- -Lobbying on increased district budget in girls education
Stakeholders/partners	3 District Councils of Mbulu, Kilolo and Ngorongoro, Pastoral Women Council(PWC) and African Initiatives a UK Charity organization
Result(main success):	-This programme is only 9 Month old -Baseline survey on the situation of girls education in wards schools had been conducted in 3 districts -To date a total of 16 matron and counsellor have been training in the two districts of Mbulu and kilolo -16 Girls clubs have been established and functioning in 16 schools in the two districts
Strengths of this programme	Working through the respective district councils(education department, Ward development committees(WDC), schools Boards, school management, school matrons and students
Weakness of the programme	Though there is positive working relationship with district councils, but the fact that currently the programme do not its own staff in the field, some time this limits scope of our work. Again it is very early to give any concluding remark on this as the programme is very new
Areas we not working but we have identified a need	Child labour most common in some areas we are working, but we do not directly address this now

Name of your organization:	FHI
Your name & position:	Lorraine Kiswaga (Program Officer)
Contact details (phone and e mail):	0713676203
Name of project:	Safe School Pilot Project
Donor:	USAID
Amount of funding:	237,000usd
Duration:	6 month
Geographical location of project:	Makeke (Iringa), Morogoro, Dar es Salaam (Ilala)
Target beneficiaries:	Lower secondary school
Overall goal of project:	To reduce SRGBV in selected schools in three districts of Tanzania with the longer-term goal of improving educational outcomes and reducing negative reproductive health and HIV outcomes for school youth, especially girls and young women
Objectives:	<ul style="list-style-type: none"> • To reduce the frequency of SRGBV and increase the application of “life skills” to enable youth to make informed choices to protect themselves against violence, pregnancy, STIs, and HIV. • To increase the capacity of schools and communities to prevent SRGBV and respond to its harmful effects.
Activities:	
Stakeholders/ partners:	SUMASESU, St. Camillus and Faraja Trust Fund, Ministry of Education and Vocational Training (MOEVT)
Results (numbers reached, main successes):	N/A
Strengths of programme:	<ul style="list-style-type: none"> • The approach being used i.e “whole school approach” in which students, teachers, school leaders, parents, community members, and local government authorities will acquire the knowledge, attitudes, and skills necessary to create a safe and healthy environment for learning as well as responsible youth • The adopted manual from Malawi and Ghana
Weaknesses of programme:	<ul style="list-style-type: none"> • Time : Some school that are in the project have few teacher hence hard to divide their time, commitment to the project
Areas you are not working in but where you have identified a need:	N/A

Name of your organization:	ActionAid International Tanzania
Your name & position:	Stanley Kato Kachecheba- Education Advisor
Contact details (phone and e mail):	Stanley.kachecheba@actionaid.org
	Tel: +255 784 433 052
Name of project:	Enhancing girl child education in Pemba and Bagamoyo
Donor:	Veratour, Italy
Amount of funding:	108.817.548,75 TZS
Duration:	2 years
Geographical location of project:	Bagamoyo and Pemba
Target beneficiaries:	128 girls per annum
Overall goal of project:	To ensure access to quality education among girls from poor families through provision hostels as a means to address gender based violence in Pemba and Bagamoyo communities.
Objectives:	Improved enrollment, retention, performance and transition among poor girls in Bagamoyo and Pemba
Activities:	<ol style="list-style-type: none"> 1. Construction of girl hostel at Kiuyu mbuyuni Secondary school in Micheweni Pemba Tanzania 2. Construction of Girls Dormitory at Sanzale Secondary School – Bagamoyo Tanzania
Stakeholders/ partners:	<ol style="list-style-type: none"> 1. ActionAid Italy, ActionAid Tanzania, Kiuyu Mbuyuni community, Ministry of Education, Magomeni Village Council , School committee and District office at Micheweni
Results (numbers reached, main successes):	<ol style="list-style-type: none"> 1. Two Girls Dormitories with the capacity to accommodate 128 girls per year is completed and the initiative has attracted Local Government Authorities to scale out similar project within the districts hence enabling more vulnerable girls to access quality education. 2. The Project has scored a high level of community acceptance and appreciation 3. Since the start of using the facility, cases of girls pregnancies and domestic violence has dropped significantly
Strengths of programme:	The programs strength has been a collaborative tripartite relationship between donor, Local Government authorities and the public at large. In the course of implementing the project, everybody's role was clear e.g. the whereas the role of the donor was to provide some financial support, the role of communities was to contribute their energy e.g. for fetching water, collecting stones etc and the role of Local government was to recruit matrons, provide mattresses and ensuring overall management of the project e.g. repair etc.
Weaknesses of programme:	<ol style="list-style-type: none"> 1. The project is not reaching all needy girls from the community where we serve 2. Unprecedented price fluctuation made the implementation more challenging 3. Limited funds to scale up similar projects.
Areas you are not working in but where you have identified a need:	Tandahimba, Newala, Mafia, Singida and Dodoma

Annex 2: Fema school proposed criteria

A Fema School meets certain criteria and offers a safe and positive learning environment for all students

- Active HIV, sexual health and lifeskills training in schools
- Embraces Fema clubs and organized club activities
- Free of sexual, physical or psychological harassment and abuse
- Allows young mothers back into school (in practice)
- Holds teachers, administrators and student leaders accountable for actions/inactions
- Active school committees
- Students in leadership roles
- Appropriate use of resources (i.e. use that benefits students). Examples: books, Fema Magazines, stationary etc...

Annex 3: VSO Gender Lens



Annex 4: VSO Gender Organisational Development tool

1: Not met; 2: partly met; 3: Mostly met; 4: Fully met

	Competence	1	2	3	4	Comments and actions
1	Staff understands and can implement gender sensitive approaches					
2	Staff have ongoing capacity building on gender issues					
3	There is a gender balance in the organisation's staffing profile					
4	The organisations structures, work culture and promotion opportunities equally encourage women and men to join and progress within the organisation					
5	The organisations values are gender sensitive					
6	There is gender equity in the decision making structures within the organisation					

7	Women and men equally participate in and benefit from the organizations activities					
8	The organizations budget has money set aside to support Gender activities					
9	The plans and activities of the organisation make a conscious effort to ensure gender equity amongst beneficiaries					
10	Beneficiaries are given opportunities to develop their understanding of gender issues					
11	Systems for recording, monitoring and evaluating work capture gender breakdown of beneficiaries and gender issues arising					
12	A plan is in place to address existing gender inequalities within the organisation's structures and programmes					

Annex 5: Economic returns to investment in adolescent girls: Making the case for DFID Ethiopia, Hlanze, 2010

Table 1. Summary of key factors for realising returns from investment in girls, the expected transmission mechanisms and the evidence

Key factor	Transmission mechanism	Evidence
Health	Greater access to family planning leads to declining fertility and potentially a demographic dividend	Significant impact so long as other preconditions for growth are in place
	Better maternal health increases the number of women who can participate in the labour force	Little evidence is available on the impact on economic growth. More specific studies required
	Lower maternal, infant and child mortality linked to lower fertility and higher school enrolment and household welfare	Large demographic and health literature see DFID maternal health evidence paper
	Protection against HIV/AIDS protects the working age population who are typically worst affected, and central to generating economic growth	Significant reductions in GDP per capita in countries severely affected by HIV/AIDS pandemics
Education and skills	More educated girls and women can undertake higher-value economic activity, thus generate higher earnings and contribute to higher economic growth	Context-specific. Appears strongest in countries with an export-focused manufacturing base and few cultural barriers. Secondary and tertiary education particularly beneficial
	More educated women have greater control in the domestic sphere (household resources and family size), which tends to augment the human capital of the next generation	Women are likely to spend more household income on children. Large family size may not always adversely impact education; strongest evidence is due to effect of pre-school children on older siblings' education
	Education tends to reduce early marriage and pregnancy, and risky sexual behaviour, reducing the spread of HIV/AIDS and raising the welfare of children	Older mothers tend to invest more in the welfare (e.g. education and health) of their children
Labour and product market participation	Increasing the entrepreneurial opportunities for women increases the competitiveness of product markets	Well-documented evidence on legal barriers in some countries, but no empirical link made with growth
	Broadening the occupational and sectoral opportunities for women (e.g. through anti-discrimination legislation) can increase the returns to education and thus investment in it for women	Countries with gender-based labour market segregation and discrimination tend to have lower levels of investment in girls' education
Physical and financial capital	Agricultural productivity - discrimination means resources are not allocated efficiently across household plots	Evidence of under-investment in agricultural land managed by women where security of tenure and property rights is weak
	Entrepreneurship - women's lack of access to financial capital because of credit market failure means businesses are constrained - impact on teenage girls and young women	Evidence on the returns to micro-finance for women generally but not for young women
	Intertemporal misallocation of resources where young women responsibility of agricultural and household production - carrying water, firewood, cooking etc. 'Underinvested' in their education	Girls school drop-out rates peak at the transition from primary to secondary where their burden of domestic responsibilities increases
	Water and sanitation infrastructure improvements improve health, especially child health and therefore increase household welfare and productivity	Evidence that better water and sanitation frees up women's time to improve their economic participation
Empowerment/Agency	More educated women are better able to participate in political processes and local institutions	Socialisation in school can equip women with the confidence and awareness to engage in political meetings and the democratic process

	Inclusion of young female and political/community leaders and mother in local institutions broadens their representation and strengthens them	Increasing accountability by including female representation brings a broader diversity of views
	Women suffering domestic violence are less able to participate in the labour force or bring up their children and contribute to household and community welfare	Initial studies suggest a potentially significant impact (although many are specific to developed countries)

Sources: Various - including Vivid Economics and Chatham House, 2010; World Bank 2010; Sen, 1998; Koolwal and Van de Walle, 2009; and Duflo and Jameel, 2005.

Annex 6: Bukoba Rural District Education Department Strategies to promote learning improvements for Girls Education

At School & System level –

1. All teachers must have high expectations of girls' achievement.
2. All teachers must encourage girls equally, or provide positive discrimination for girls' participation & success as necessary.
3. Supportive ward / district activities established to promote girls education and social needs.
4. Equality in attitudes and behaviours towards girls in schools to be regularly monitored and promoted.
5. Girls to be chosen as leaders, representatives, monitors; give increased leadership responsibility.
6. Girls to be given extra individual/group social / education support as needed
7. Girls not to be automatically used for "domestic school chores" – boys to take turns
8. All teachers to be aware of and identify girls who need additional support and those displaying talent and provide assistance
9. Girls used as mentors for other girls.
10. Increased opportunities for brighter students to be advanced and nurtured.
11. Head Teachers/ WEC to invite successful 'women role models' from the community to interact with girls.
12. Promote girls sports, games and activities - encourage gender equity,
13. Equal playing space in playgrounds and equal facilities and time allocations for available space.
14. Implement anti bullying strategies in all areas of school participation.
15. Remove limitations on possible future development for girls.
16. Aim to develop wider understanding of future career possibilities for girls.
17. Assertiveness training for girls to reduce passive acceptance.
18. Boys trained to understand that physical violence / harassment is not acceptable.
19. Girls to receive training in financial management skills for independent living /improved standards / growth.

In the Classroom –

1. Choose girls to answer questions as often as boys
2. Praise girls for good learning, good trying, participation
3. Avoid ridicule, embarrassment of girls
4. Do not tolerate boys being aggressive, intolerant, sexist, "superior", harassing
5. Give girls opportunity to show leadership
6. Enable girls to do the same activities as boys
7. Expect equal performance/standards of girls and boys

At Home/Community –

1. Support/interest shown by parents/caregivers/family in girl's education.
2. Adequate time provided to complete homework assignments.
3. Mothers to give equal attention to girls and promote importance of education/further studies for girls.
4. Fathers to be encouraged by leaders to treat girls with equal opportunity/social equality/fairness in domestic task distribution/encourage and expect to achieve as much as boys in their learning.

Annex 7: List and contact details of participants

ORGANIZATION	CONTACT PERSON	CONTACT DETAILS
Elimu Community light	Juhudi Mbwambo	0755 369574 , ecolit2006@yahoo.com
Kammama Integrated Development Trust Fund	Amani Lukumay	0754 348625, kamammakidtf@hotmail.com
Maarifa ni Ufunguo	Dustan Kishekya	0786 696120, kishekya@gmail.com
Care International	Blastus Mwizarubi	blastus.mwizarubi@co.care.org
Tanzania Teachers Union	Judith Saull	0782/0715-144288 , judithsaull@yahoo.co.uk
Haki Elimu	Mariam Mwambalasa	+255 22 2151822/2151852/3 or info@hakielimu.org
Teachers Resource Centres Coalition	Margareth Mwasimanga	0732 928934, trccoalition@yahoo.co.uk
Oxfam GB	Mary Soko	0772 600373 , msoko@oxfam.org.uk
	Jane Lonsdale	jlonsdale@oxfam.org.uk
Street Children Care and Development Trust	Oliver Peter	0717 189264/2857238 , sccadet@hotmail.com
Taaluma Women Group	Zippora Shekilango	0784 497 800, taaluma@yahoo.co.uk or zippora40@hotmail.com
Friends of Don Bosco	Evance Tegete	+ 255 0713 225267, evancetegete@hotmail.com
Secondary Education Girls Advancement	Salome Mkuchu Pauline Rusisye Polly Dolan	solomemkuchu@yahoo.co.uk pollytanzania@gmail.com
Songea Children Centre for blind	Sophia Luoga	0756 971292, csongea@yahoo.com
World Vision	Esther Mongi	0754 563037, E-mail:- esther_mongi@wvi.org
Plan International	Justine Moses	justine.moses@plan-international.org
CASEC Arusha	Simon Daffi	0783 688 138/0713 421664, dsimon14@hotmail.com

Tanzania Women Research Foundation	Dafrosa Itemba	dafrosakoku@gmail.com
FHI Ujana	Lorraine Kiswaga	+255 22 2601395/0754 888818/0713676203/ mschroeder-sanai@fhi.org / lora.kiss@yahoo.com / LKiswaga@fhi.org
UNICEF	Andrew Brookes	abrooks@unicef.org
	Kathryn Leslie	klesie@unicef.org
USAID	Jessica Stephen	+255 22 2668490/0787 051176, jstephens@usaid.gov
DFID	Tanya Zebroff	t-zebroff@dfid.gov.uk
	Zabdiel Kimambo	z-kimambo@dfid.gov.uk
FEMINA HIP	Michele Fuko	+255 22 212 8265/2126851, michelle@feminahip.or.tz
TENMET	-	+255 22 2150793/ info@tenmet.org / admin@tenment.org
CHILDREN IN CROSSFIRE	Anthony Binamungu	anthony.binamungu@childrenincrossfire.org
ACE Africa	Gudila Joachim	0754510581, E-mail:- gudilatarimo@yahoo.com / gudila@ace-africa.net
ACT	Kate Dyer Amani Manyelezi	0754 933378 katedyer@kpmg.com amanimanyelezi@kpmg.com
GOT MCDGC	Mama Njiku Marietha Liwa	0754 689876
Ministry of Education / Secondary	Charles Phillimon	+255 22 2110934
	Zainabu Telack	0754 298348, zainabutelack@yahoo.com
Ministry of Education Primary	Zuberi Samataba	+255 22 2115137
Save the Children Zanzibar	Maimuna Ali	m.ali@savethechildren.or.tz
CAMFED	Balula Msaada	0754 068832, mbalula@camfed.org
Action Aid	Stanley Kachecheba	Stanley.kachecheba@actionaid.org
Care International	Blastus Mwizarubi	blastus.mwizarubi@co.care.org
VSO Tanzania	Douglas Taylor	Douglas.Taylor@vsoint.org . +255 22 2600053 / 73 / 87

End notes

- xiii Ministry of Education and Vocational Training Statistics, 2009-2010
- xiv 27,823 male and 12,702 female: MoE Statistics, November 2010 (<http://www.moe.go.tz/statistics.html>)
- xv 2010 Uganda MoE stats- <http://www.education.go.ug/emis-statistics/statistics-abstarct.html>
- xvi Are our children learning? Numeracy and Literacy across East Africa; Uwezo, June 2011
- xvii Are our children learning? Numeracy and Literacy across East Africa; Uwezo, June 2011
- xviii <http://earthassistance.org/earthassistance/why-east-africa-is-one-of-the-worst-places-to-be-born-a-woman/>
- xix Dollar and Gatti, 1999.
- xx 50.1% females and 49.9% males; Ministry of Education Stats: <http://www.moe.go.tz/statistics.html>, (Table 2.1 and 9.1) Nov. 2010
- xxi Ministry of Education and Vocational Training Statistics, 2009-2010
- xxii Ministry of Education and Vocational Training Statistics, 2009-2010
- xxiii http://www.unicef.org/infobycountry/tanzania_statistics.html#77 2005-2009
- xxiv <http://www.wluml.org/node/3816>
- xxv Ministry of Education and Vocational Training Statistics, 2009-2010
- xxvi http://www.unicef.org/infobycountry/tanzania_statistics.html#80, 2000-2009
- xxvii Pg.8; Education Sector Development Programme (ESDP), Education Sector Performance Report 2009/2010; Education Sector Development Committee; August 2010. (http://www.hakielimu.org/index.php?option=com_rubberdoc&view=category&id=8&Itemid=51)
- xxviii <http://genderindex.org/country/tanzania>
- xxix <http://www.parliament.go.tz/bunge/aboutus.php?cat=2&subcat=4>
- xxx Violence Against Children in Tanzania, Findings from a National Survey 2009
- xxxi Violence against Children study Unicef Tanzania, 2010
- xxxii Violence against Children study Unicef Tanzania, 2010
- xxxiii Some of the issues identified during the GBV workshop held in Tanzania June 2011
- xxxiv Upole' in Kiswahili means timid
- xxxv Girls spend on average 33-85% more time than boys of the same age on domestic and unpaid market work per day (Hill and King, 1995)
- xxxvi Economic returns to investment in adolescent girls: Making the case for DFID Ethiopia, Hlanze, 2010,
- xxxvii A recent survey found that 8% of girl respondents reported rape while at school, and 23% while on their way to or from School (Save the Children Denmark, 2008)
- xxxviii Violence against Children Unicef Tanzania, 2010
- xxxix http://www.wateraid.org/documents/plugin_documents/swash_brochure.pdf
- xli Presentation by Bagamoyo Education and Development Foundation
- xlii <http://resourcecentre.savethechildren.se/countries/tanzania/tanzania>
- xliii [http://www.rita.go.tz/laws/History%20Laws/Marriage%20Ordinance,%20\(cap%2029\).pdf](http://www.rita.go.tz/laws/History%20Laws/Marriage%20Ordinance,%20(cap%2029).pdf)
- xliv [http://www.rita.go.tz/laws/History%20Laws/Marriage%20Ordinance,%20\(cap%2029\).pdf](http://www.rita.go.tz/laws/History%20Laws/Marriage%20Ordinance,%20(cap%2029).pdf)
- xliv http://doc-aea.aide-et-action.org/data/admin/tan_zania_-_strengthening_education.pdf (pg.13)
- xlvi <http://www.ccr-tz.org.uk/files/Key%20Facts%20about%20Tanzania's%20Children.pdf>

xlvii *Mukukuta: Poverty alleviation strategy in mainland Tanzania*

xlviii *Violence against Children, Unicef, Tanzania, 2010*

xlix *Violence against Children, Unicef, Tanzania, 2010*

¹ http://www.wikigender.org/index.php/Gender_Equality_in_Tanzania#Country_Focus:_Tanzania

^{li} *Fema clubs are secondary school extracurricular clubs aimed at teaching leadership, good governance, democratic values and Femina HIP core agendas: sexual health, livelihoods and civics to students*

lii

- a. *Produced and shared a document with strategies to promote learning in girls education (and English and maths)*
- b. *Conducted a gender mainstreaming session with the Education Department, Inspectorate and some Ward Education Officers*
- c. *Included gender mainstreaming in training for English and Science mentors*
- d. *Included gender mainstreaming in the development of SMART Targets for Schools and a review of exam results*
- e. *Developed with the Inspector, DAO, Ward Education Officers, Heads and Teachers the simple Raising standards guide.*
- f. *Conducted with the District monitoring visits to the schools which include questions on gender.*