

GLOBAL ACTION WEEK FOR EDUCATION
Theme: *Transformative Education – “Elimu Yenye Kuleta Mabadiliko”*
Geita Town Council, Tanzania
6th – 10th May 2024
GAWE 2024 REPORT





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

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ACKNOWLEDGEMENTS

TEN/MET would like to extend its heartfelt gratitude to all the individuals, government institutions and organisations who made the 2024 Global Action Week for Education (GAWE) a resounding success.

First and foremost, we are grateful to the President’s Office – Regional Administration and Local Government (PO-RALG) for permitting us to mark GAWE in Geita Town Council, and to the Deputy Permanent Secretary – Education PORALG, Dr. Charles Msonde for officiating the opening of the Global Action Week for Education.

Secondly, we are indebted to Geita Regional Office, the Hon. Martine Shigela, Regional Commissioner, Mr. Mohamed Gombati, Regional Administrative Secretary, Dr. Elfas Msenya and Salome Cherehani, Regional Adult Education Officers, for their invaluable support that enabled smooth organisation at the local level.

Our sincere appreciation goes to the Geita Town Council leadership under the Hon. Hashim Komba, District Commissioner, Mr. Yefred Myenzi, District Executive Director and GAWE District Committee under the Chairman of Mr. Rashid Muhaya, for outstanding support and tireless efforts in organising the district-level logistics, which contributed to the success of the event.

We are grateful to the National Organising Committee for their remarkable efforts in making sure that the GAWE 2024 commemorations were successful. Special thanks are due to the Committee Chair, Mr. Greyson Mgoi from Uwezo Tanzania, and Vice Chair Ms. Agnes Mgoji from CAMFED. The National Committee's success largely depended on the strong and tireless commitment of the TEN/MET Secretariat who acted as a catalyst to make the GAWE campaigns a resounding success.



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A special thank you to our partners and sponsors, whose generous support and resources were instrumental in organising and executing the various events and activities throughout the week. Your contributions have enabled us to reach a wider audience and create a meaningful impact. We also thank all of the dedicated educators, students, and parents whose enthusiasm and commitment to the cause of education are truly inspiring.

We would like to thank the 45 TEN/MET members for their support and participation in making the GAWE commemorations commendable. Your participation and advocacy have brought vital attention to the importance of education for all.

Lastly, we would also like to thank students, teachers, ward and village leaders, political party officials, religious and community leaders and parents for their constant participation in all of the different events.

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1. BACKGROUND

Global Action Week for Education serves as a pivotal moment for education advocates, policymakers, and stakeholders worldwide to unite in advancing the agenda for quality education. In 2024, GAWE was poised to spotlight the theme of "Transformative Education," recognising the critical role of education in fostering societal change and sustainable development.

The Tanzanian government has recently advanced efforts to institutionalise transformative education within the national education system. This strategic move follows the comprehensive review of curricula and the Education and Training Policy (ETP) of 2014, version 2023, reflecting a commitment to modernise and enhance the quality of education in the country.

TEN/MET has steadfastly commemorated the Global Action Week for Education (GAWE) for the past 17 years, starting in 2007. Each year, a region is selected based on identified educational challenges corresponding to the chosen theme.

Past GAWE Milestone – 2023

GAWE events in Tanzania have significantly contributed to an improved learning environment and outcomes in the districts that have been visited since 2007. When looking at last year's GAWE commemorations that took place in Mvuha, Morogoro District Council (DC) – Morogoro Region, significant improvements were noted, for instance:

- i. The improved learning environment in Morogoro DC after TEN/MET, through the support rendered by its members and partners, was able to fundraise a total of TZS 14,500,000. The money was aimed at improving the learning environment for the visited schools as per their needs. These were the construction of teachers' toilets at Bonye Primary School, new flooring for a classroom at Njia Nne Primary School, the purchase of desks for Dutumi Primary School and the creation of an early childhood development (ECD) model classroom at Mvuha Primary School.

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- ii. Increased community awareness on the importance of education, including that of the girl child and children with disabilities, ECD enrolment, school feeding programmes and parents' investments in a fee-free education.
- iii. Increased community understanding of the existing legal frameworks (guidelines) and approaches that safeguard the right to education for all learners i.e. awareness of the re-entry guideline.

2. GAWE 2024 FOCUS

This year's national GAWE event took place in Geita Region, Geita Town Council from the 6th – 10th May 2024 under the theme “*Transformative Education – Elimu Yenye Kuleta Mabadiliko*”. The choice of venue stemmed from critical educational challenges prevalent in the region. Geita has recorded alarming dropout rates in both primary and secondary education. In 2022, it ranked highest in primary school dropout rates at 11.5% and second highest in secondary schools at 6.6%. Moreover, the Annual Education Sector Performance Reports (AESPR) 2020 report highlighted a concerningly high teacher-to-student ratio, exceeding 100 pupils per class.

Geita also grapples with a significant student concentration, a shortage of teachers, and long distances to and from school, surpassing the national average, resulting in a severe shortage of educational materials, particularly books. This year GAWE aimed to champion transformative education to drive positive change and sustainable development.

The commemorations focused on the following objectives:

- i. To increase public awareness about the right to education, with a particular focus on addressing gender disparities, gender-based violence (GBV), corporal punishment, and harmful sociocultural practices that hinder girls' and boys' access to education.

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- ii. To increase community awareness of the reformed curricula and reviewed Education and Training Policy 2014, version 2023 and call upon parents' contribution to support school feeding programmes.
- iii. Advocate for resource allocation for the smooth implementation of education policy and reformed curricula to realise its intended outcomes.
- iv. To mobilise stakeholders and policymakers to prioritise and enhance public financing for education, aiming for a transformative approach that ensures equitable access and quality education for all.
- v. To advocate for the recruitment and retention of competent teachers in schools, emphasising the importance of well-trained teachers in delivering quality education and fostering student success.
- vi. To champion the rights of marginalised groups and children with disabilities by urging the government to invest in accessible and inclusive school infrastructure and materials.

Education Context in Geita Region

Geita is among the administrative regions that was formed within the last 20 years. It was formed in 2012, following an amalgamation of three districts; Bukombe from Shinyanga, Chato from Kagera and Geita from Mwanza regions. The other two districts include Mbogwe and Nyang`hwale. The region has a total of 1,032 schools of which 792 are pre-primary and primary schools, whilst 240 are secondary schools. The region has a total of 948,763 enrolled students of which 384,690 are boys and 400,573 girls in both pre-primary and primary schools, while 81,847 boys and 81,653 girls are in secondary schools.

In 2023 a total of 70,390 students, (38,055 F, 32,335 M) sat for the standard seven national exams in Geita region. Of these, a total of 52,568 students (24,952 M, 27,616 F)

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scored grades A to C, which is equivalent to 74.6%, while 25.4% of students got grades D and E which is equivalent to a total of 17,822 students (7,383 M and 10,439 F).

During 2023, the National Certificate of Secondary Education examinations for Geita region results were as follows: the total number of students who sat for the exams was 18,274 (9,500 M, 8,774 F). Students who attained divisions one to three were 6,868 (4,635 M, 2,233 F) which is 37.58% of the total students who sat for the exams while 9,583 students (4,210 M, 5,373 F) equivalent to 52.44% got division four while a total of 1,769 students (627 M, 1,169 F) equivalent to 9.83% scored division zero in their exams.

The region also faces a shortage of teachers in both primary and secondary schools, with a deficit of 7,770 teachers in primary schools and 1,725 teachers needed in secondary schools. Additionally, economic activities such as mining, agriculture, livestock keeping, fishing, and small businesses contribute to student truancy in schools.

Despite these and other challenges, the government has continued to improve the quality of education in the region. The number of primary schools has increased from 652 in 2020/21 to 762 in 2023/24, while the number of secondary schools has grown from 138 to 214 during the same period. Additionally, the government has allocated a total of TZS 17 billion to reduce student congestion in schools.

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3. GAWE ACTIVITIES

GAWE Launch



A snapshot of GAWE's peaceful procession by students in a colourful parade led by the brass band.

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The GAWE commemoration was launched at Kalangalala, CCM Grounds in Geita town on 6th May 2024. The commemoration was officiated by Dr. Charles Msonde, the Deputy Permanent Secretary – Education from the President's Office - Regional Administration and Local Government (PO-RALG). The event

brought together around 10,000 people who participated in the opening ceremony including: PO-RALG, Geita Regional Education Officers, Geita District Executive Director, President's Office – Ethics Secretariat for the Lake Zone that comprised Mwanza, Geita and Kagera regions, 42 TEN/MET members, students, teachers, parents, the media and the community at large, both physically and through livestreams on social media.



During the launch of GAWE, various activities were carried out to engage and raise awareness among participants. These activities included a peaceful procession by students in a colourful parade led by a brass band, holding placards and banners with messages in front of the guest of honour, advocating

for the improved delivery of quality education. Additionally, students had the opportunity to perform educational songs and recite poems highlighting transformative education and cultural practices that affect girls' access to education.

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Moreover, the event featured exhibitions from 16 TEN/MET members, students and four partners. Various organisations and government departments showcased their programmes that are being implemented in the education sector in Geita, and across Tanzania. The aim of showcasing their work was to demonstrate the role played by education stakeholders in addressing

education challenges, educating, sharing experiences and informing students, teachers, government officials and the general public at large about the programmes, products and educational services that are available and offered by various educational stakeholders in Tanzania. The exhibitions also fostered and improved relations and partnerships between educational stakeholders, the government and the non-state actors.



Dr. Charles Msonde listening to standard III pupils reading books to showcase their reading skills during the exhibition at the Room to Read booth.

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A teacher from Midabini Primary School in Karatu District, which is part of the "Elimu Sawa kwa Wote" project funded by Pestalozzi Children's Foundation and CASEE, describes how the training has significantly enhanced his ability to integrate tablet technology effectively into classroom instruction for science and core subjects like reading, writing, and arithmetic (the 3Rs).

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The Guest of Honour receiving an overview of Save the Children programmes during the opening of the 2024 GAWÉ commemoration.



CAMFED Tanzania and FAWÉ TZ interventions being presented to the Guest of Honour during the opening of the 2024 GAWÉ commemoration.

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African Child Projects' programme overview on EdTech interventions amazed the Guest of Honour. This was the debut appearance at GAWE for one of the newest members of TEN/MET.

In his opening remarks, the Guest of Honour expressed gratitude to TEN/MET for choosing to commemorate the Global Action Week of Education in Geita region and for extending an invitation to PO-RALG to officiate the opening ceremony. He acknowledged the region's efforts in improving education delivery, including increasing student enrolment rates. However, he emphasised that truancy remains a significant issue hindering these developments and called for collective proactive measures to address it.

“Ni Imani yangu maadhimisho haya kufanyika Geita inaweza kusaidia namna moja au nyingine kukabiliana na tatizo la utoro, mkiunganisha nguvu za kuzifikia jamii, wazazi, wanafunzi na walimu upo uwezekano wa kubadili fikra zao na mkaikomesha changamoto hii”, which translates in English to, “I believe that this commemoration held in Geita can help in one way or another to deal with the problem of truancy. If you join forces to reach the community, parents, students and teachers, there is a possibility to change their mindset and address this challenge.”

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Dr. Charles Msonde officially opening the 2024 Gawe commemoration at CCM Kalangalala grounds on 6th May 2024.

Furthermore, the Regional Education Officer, Mr. Anthony Mtwewe, highlighted that truancy is negatively impacting students' performance and their ability to master the three Rs: reading, writing, and arithmetic. He outlined a regional strategy to ensure that students master these skills by Standard II to address the current challenge of students completing primary school without mastering the three Rs.

Additionally, in 2024, a total of 52,438 students were selected to join Form I. However, as of March 2024, 47,318 students, or 90%, have enrolled, leaving 10% unaccounted for. Mr. Mtwewe also noted that in the 2023 Form IV examinations, only 37.5% of students passed with divisions I to III, while 52.4% scored division IV.

School Visits and Community Sensitisation

During the Gawe commemoration in Geita town, Gawe delegates conducted community sensitisation during school visits on 7th – 9th May 2024, to be aware of the existing education challenges and what should be done to tackle the existing challenges. A total of seven (7) schools were visited: Mshikamano, Mgsusu, Chabulongo and Juhudi Primary Schools and Mgsusu, Bung'wangoko and Fazilbucha Secondary Schools. During the visits, Gawe delegates got an opportunity to conduct community sensitisation with

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students, parents, teachers, school boards, ward counsellors, and village, religious and traditional leaders. The following were issues that emerged in the group discussions:

- i. **Long distances to and from School:** Students in primary and secondary schools often walk long distances to reach school and return home. This contributes to increased absenteeism and exposes girls to risks such as bribery and pregnancy, leading to higher dropout rates.
- ii. The existence of **corporal punishment** administered to students deviates from the guidelines outlined in the 2002 Education Circular No. 24. This results in physical and emotional harm to students, leading to truancy and dropout.
- iii. **Inadequate school feeding programme:** All visited schools lacked sufficient school feeding programmes. Low parental awareness about the importance of providing food in schools exacerbates the problem, resulting in poor attendance, health, and mental well-being among students. For instance, in Mgusu Secondary School, out of **700** students, the parents of only **30** students have contributed to the school feeding programme.
- iv. **Shortage of teachers:** Geita Region is still faced with a shortage of teachers for both primary and secondary schools, where statistics indicate that there is a shortage of 7,770 teachers for primary schools and 1,725 teachers for secondary schools. For instance, Mgusu Secondary School has 12 teachers for 700 students. Additionally, it was evident during the school visits that many schools have fewer female teachers to support female students. For example, Bung'wangoko Secondary School has 19 teachers of which only two are female.
- v. **Lack of Clean and Safe Water:** Schools suffer from a lack of clean and safe water, inadequate toilet facilities, and no special rooms for girls during menstruation. This situation contributes to truancy, particularly among female students.

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- vi. **Poor teaching environment:** It was noted that there is a poor environment for teachers caused by the lack of teachers' houses, administrative offices and social services such as health, access to water, electricity and transport in some areas.
- vii. **Absenteeism and truancy:** In all the schools visited there is also very high absenteeism and truancy among students, due to various factors such as corporal punishment and economic activities such as mining, cattle rearing, farming, fishing and small businesses. These have largely contributed to the poor performance of students in both in primary and secondary schools.
- viii. **Limited Skills in Numeracy, Reading, and Arithmetic (3Rs):** Lower-grade pupils, especially those in primary schools lack the essential skills in numeracy, reading, and arithmetic. This deficiency contributes to poor performance in upper-grade national examinations, especially the standard four assessment and seven examinations.
- ix. **Witchcraft:** Some teachers have reported threats and disturbances related to witchcraft, including incidents where villagers use magic to cause teachers to fall asleep outside their rooms.



FAWE's Executive Director chairing the day three meeting with local education stakeholders, during which TEN/MET's partners engaged with teachers, students, and parents.

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TEN/MET's National Coordinator speaking with the community on day two of the 2024 GAWE school visits in Geita.



One of the education stakeholders speaking with pupils during one of the school visits to the selected schools within Geita Town Council.

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The Conclusion of GAWE 2024



Acting Regional Administrative Secretary for Geita Region Dr. Elfias Msenya (3rd from right) with TEN/MET Board Chair Ms. Faraja Nyalandu Kota accompanied by TEN/MET National Coordinator Ms. Martha Makala (4th from left) arriving at CCM Kalangalala grounds for the official closing of GAWE 2024.



We World interventions across mainland Tanzania continue to ensure that quality and inclusive education is viable for all learners in Tanzania.

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The Guest of Honour listening attentively to Shule Direct's description of their accomplishments in EdTech, ensuring that learning continues even when disruptions prevent face-to-face instructions.



Beyond Inclusion and its partners briefing the Guest of Honour on their joint efforts to construct a model ECD classroom at Nyanza Primary School in Geita.



TEN/MET's National Coordinator Ms. Martha Makala speaking at the climax of the 2024 Global Action Week for Education (GAWE) held at CCM Stadium, Kalangalala in Geita Town Council.

The conclusion of GAWE was marked on 10th May 2024 at CCM Kalangalala Grounds within Geita Town Council. It was officiated by the Acting Regional Administrative Secretary for Geita Region, Dr. Elfas Msenya. During the event, the guest of honour had an opportunity to visit all the exhibitions and was pleased with the level of innovations that were showcased by educational stakeholders in all the programmes, especially creating an ECD model classroom in Nyanza Primary School, the integration of ICT in the teaching and learning processes, as well as the process of preparation of teaching and learning materials that were displayed by various organisations, such as World Vision Tanzania and International Rescue Committee.

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Additionally, the closing ceremony included the "Ring the Bell Campaign" led by TEN/MET member – Beyond Inclusion. This campaign involved ringing bells and blowing whistles to symbolically invite every child to school and call for collective action from various education stakeholders.



Board Chair of TEN/MET, Ms. Faraja Nyalandu speaking at the closing of the 2024 Global Action Week for Education(GAWE) held at the CCM grounds, Kalangalala in Geita Town Council.

Furthermore, Ms. Faraja K. Nyalandu, the Chair of the TEN/MET Board, acknowledged the significant support from Geita Region and Geita Town Council, which contributed to the success of the GAWE commemoration. Their unwavering dedication and tireless efforts throughout the preparations until the culmination of the event were commendable. She delivered further remarks highlighting the key issues observed during school visits and community sensitisation activities. These issues underscored the need for government intervention:

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- i. It is important for the government and all other stakeholders to ensure that all school buildings being constructed include structures that support children with disabilities, enabling them to get an education without any problems. Additionally, providing training to teachers on how to support and teach children with disabilities should be a priority.
- ii. To ensure the protection and safety of students in schools, the government in collaboration with other stakeholders was advised to prepare strategies and allocate a budget for the construction of hostels for female and male students, improve and increase wash facilities, provide access to clean and safe water, supply changing rooms for girls during menstruation and increase the number of constructed classrooms to meet the current demand.
- iii. Due to the existing challenges in the education sector in Geita Region; it was recommended that the education officers at the district and regional level organise regular school visits to meet with students, teachers, parents and teacher associations (PTAs) and other community members to discuss and address the issues affecting students and teachers for the improvement of teaching and the learning environment.
- iv. Despite the positive steps taken by the government and the community to address the teacher shortage, it was recommended that parents and the government continue to contribute to the stipends for volunteer teachers. This will help alleviate the teacher shortage in Geita, which is significant given the large number of students in schools.
- v. Parents and guardians were encouraged to continue supporting and contributing to school feeding programmes. Ensuring that students have food while at school will enhance their performance and reduce absenteeism.
- vi. Under the guidance of education officers, teachers were urged to adhere to regulations regarding corporal punishment and refrain from administering severe punishments to students. We recommend employing alternative disciplinary

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methods and only resorting to the procedures outlined in the 2002 Education Circular No. 24, which offers guidance on administering punishment in schools when necessary.

- vii. It was emphasised that parents, guardians, and the community at large should adhere to the school schedule and regulations, as well as the guidelines set forth by the Ministry of Education regarding students' school attendance. Education should be prioritised over assigning chores during study hours, particularly during the harvest period, to mitigate challenges related to absenteeism and improve students' academic performance.



The Geita Acting Regional Administrative Secretary, Dr. Elfias Msenya (left) receiving the education stakeholders' report from the Board of TEN/MET, Ms. Faraja Nyalandu at the closing ceremony of the 2024 Global Action Week for Education (GAWE) held at CCM Stadium, Kalangalala in Geita Town Council.

During his closing remarks, the guest of honour, Dr. Elfias Msenya thanked TEN/MET for mobilising all the resources and coordinating its members to mark the event in Geita, which has led to the support to improve education quality in the region.

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He noted that despite the prevailing challenges indicated, the government is working towards improving the quality of education offered and it is implementing various programmes to increase the number of classes in schools and teachers' recruitment to close the existing gap. Moreover, addressing the challenges raised, he instructed the District Commissioner of Geita and his team to ensure that all registered students of school-going age attend school, and parents who refuse to educate their children should be educated, while those unwilling to change should face legal action. He also urged parents to participate and contribute to various educational programmes to support the government in areas like school feeding and other initiatives.

"...Nimeambiwa kuwa kuna mwamko mdogo wa wananchi katika kuwapatia watoto elimu hapa kutokana na shughuli za kiuchumi kama kilimo, uchimbaji madini na ufugaji ambavyo huathiri mahudhurio endelevu ya wanafunzi. Naagiza Mkuu wa wilaya timu yake kuhakikisha wanafunzi wote walioandikishwa na wenye umri wa kwenda shule wanaenda shule na wazazi wasiotaka kuwasomesha watoto wao waelimishwe na wasiotaka kubadilika wachukuliwa hatua za kisheria," which translates as,

"I have been told that there is little awareness of the people in providing children with education here due to economic activities, such as agriculture, mining and livestock breeding which affect the continuous attendance of students. I instruct the District Commissioner and his team to ensure that all students who are enrolled and of school age go to school and that parents who do not want to educate their children should be educated and those who do not want to change, legal action should be taken against them"

"...Mnaweza kuanzisha sheria ndogo zitakakowabana wazazi wazembe au wanaowafanyiza kazi watoto wao nyakati za shule au kuwakataza watoto kwenda shule kwa visingizio mbali" which translates as "You can introduce by-laws that will punish negligent parents or those who make their children work during school hours or forbid children to go to school for various reasons"

4. GAWE IMMEDIATE OUTCOMES

After a brief assessment of the national participation in GAWE in the Geita region, it was evident that the following immediate outcomes were realised:

- i. Raised community awareness, particularly among parents, regarding the importance of the school feeding programmes and their crucial role in contributing to ensuring that children remain in school, concentrate in class and get the necessary nutrients for their wellbeing.
- ii. Increased community awareness to promote prevention and support mechanisms for addressing gender-based violence (GBV) and corporal punishment in schools, which are significant factors contributing to student dropout and truancy.
- iii. Addressed societal and cultural practices that impinge on girls' access to education, hence driving social change and fostering sustainable development.
- iv. Government commitment through the Geita regional office to address all the outlined challenges highlighted in the TEN/MET school visit report.
- v. Parents and the school committee at Chabulongo Primary School have agreed about how to navigate the challenge of managing food contributions from parents. They have revitalised the process of contributing grains to support students, aiming to improve learning outcomes and reduce student dropouts.
- vi. The Geita Regional Education Officer office has committed to officiating the process of transferring female teachers to Bung'wangoko Secondary School. Currently, the school has only 2 female teachers and 17 male teachers, with a student population of 291 female students and 230 male students, totalling 521 students. This initiative aims to improve the female student to female teacher ratio to better address the challenges faced by female students at the school.

5. TEN/MET CONTRIBUTION

During GAWA 2024; TEN/MET contributed a total of TZS 18,650,000, equivalent to \$7,140 for improving educational infrastructures in Geita Town Council as indicated below:

- i. TZS 5,650,000 renovated the ECD model classroom in Nyanza Primary School.
- ii. TZS 7,000,000 was contributed towards the roofing of semi-finished ECD classrooms and teachers' offices at Chabulongo Primary School.
- iii. TZS 6,000,000 to be used to do electrical wiring of seven teachers' houses and six classrooms at Bung'wangoko Secondary School in Geita.

The GAWA commemoration in Geita Region served as a wake-up call for parents, religious leaders, the government, and the community at large to unite in addressing the challenges of truancy, GBV, school feeding programmes, and corporal punishment. TEN/MET is committed to continuing its work in Geita after GAWA and expanding its projects through its members to tackle school dropouts, child marriages, teen pregnancies, GBV, corporal punishment, and school feeding programme inefficiencies in both primary and secondary schools in Geita Region. These targeted efforts aim to significantly improve the teaching and learning environment, ensuring more students complete their education cycle and become self-sufficient, productive members of their community and the nation at large.

6. LIST OF ANNEXES

Annex 1: List of organisations that attended GAWE 2024

1. TEN/MET Secretariat
2. African Child Projects
3. Beyond Giving
4. Beyond Inclusion (BI), Previously Known as KCBRP
5. Community Transformation Alliance
6. Flaviana Matata Foundation
7. HakiElimu
8. Karagwe Environmental and Sustainable Development (KESUDE)
9. Plan International, Tanzania
10. Right to Play
11. Room to Read
12. Save the Children (UK), Tanzania Programme
13. Shule Direct
14. TAI- Organisation
15. Transforming Life
16. UWEZO Tanzania
17. We World
18. New Light Children Centre Organisation (NELICO)
19. BOC - Brothers of Charity
20. AWPD - Action on Welfare for Persons with Disabilities
21. St. Justin Centre for Children with Disabilities
22. Little Sisters of Saint Francis (LSSF)
23. EOTAS - Environmental Oriented Training and Support
24. Sengerema Mshikamano on Disability
25. Sengerema CDH
26. CBIDO - Community-Based Inclusive Development Organisation
27. MDREO - Muleba Disability Relief & Empowerment Organisation
28. Community-Based Rehabilitation Rulenge
29. Salve Regina and Vulnerable Aid (SARDIVA)
30. Disability Relief
31. Lake Victoria Disability Centre (LVDC)
32. Foundation for Community Driven Development (FCDD)
33. Community Aid and Social Education Empowerment (CASEE)
34. Pestalozzi Children's Foundation - PCF
35. CAMFED Tanzania
36. Msichana Initiative
37. Forum for African Women Educationalists Tanzania (FAWETZ)



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38. BRAC Maendeleo Tanzania (BMT)
39. The Voice of Disabled Women in Tanzania (VODIWOTA)
40. World Vision
41. Child Support Tanzania
42. Afriwag
43. BRAC Maendeleo
44. CADA
45. Peace and Hope for Youth Development

Annex 2: Media Coverage Links

1. <https://www.mwananchi.co.tz/mw/habari/kitaifa/utoro-chanzo-cha-ufaulu-mdogo-geita-4615062>
2. <https://thehabarii.blogspot.com/2024/05/uwepo-wa-kimbunga-ialy-katika-bahari-ya.html?m=1>
3. <https://uzalendonewstz.blogspot.com/2024/05/mwenyekiti-wa-bodi-ya-wa-mtandao-wa.html>
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5. https://freedomtzblog.blogspot.com/2024/05/mwenyekiti-wa-bodi-ya-wa-mtandao-wa_15.html
6. <https://globalpublishers.co.tz/tenmet-wachanga-zaidi-ya-mil-18-6-kutatua-changamoto-za-elimu-geita/>
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