SUCCESS STORY ON SCHOOL RE-ENTRY

MSTDC – ARUSHA
20TH   MARCH 2024

Who we Are.

TEN/MET works with the Development Partners, CSOs, UN Agencies and the Private Sector.

Stakeholders

232 Members

Established in 1999 by 39 NGOs.

TEN/MET

Indirect beneficiaries are parents/guardians, central government. Local government authorities,

Indirect Beneficiaries

Direct Beneficiaries

Direct beneficiaries are children, students, teachers, youths, and the community

TEN/MET ZONAL PRESENCE MEMBERS DISTRIBUTION

Tanzania

ZONES

- 46 — Dar es Salaam Zone
- 31 — International Zone
- 15 — Eastern Zone
- 15 — Southern Zone
- 12 — Southern Highlands Zone
- 9 — Central Zone
- 46 — Northern Zone
- 39 — Lake Zone
- 19 — Western Zone

TEN/MET members work across mainland Tanzania

TANZANIA EDUCATION NETWORK
TenMeT
Mtandao wa Elimu Tanzania
Education: access · equity · quality

Mission and Vision

Vision

A national education system through which all learners have the opportunity to access inclusive, equitable, and quality education in Tanzania. .
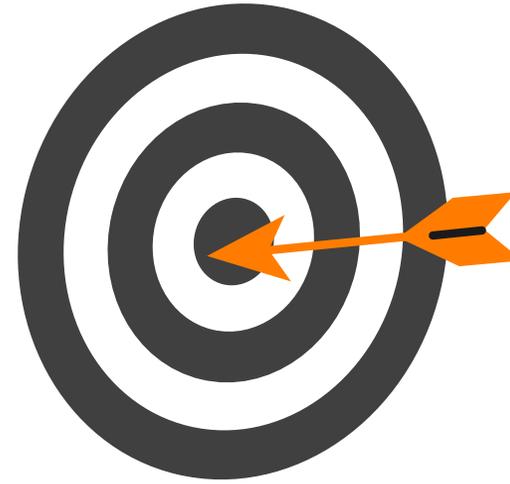
Mission

To proactively influence and inform policy and practices that promote access to inclusive, equitable, and quality education in Tanzania.

Strategic Goal: *To complement Government efforts to improve access to inclusive, equitable, and quality education that addresses the needs of learners in Tanzania.*
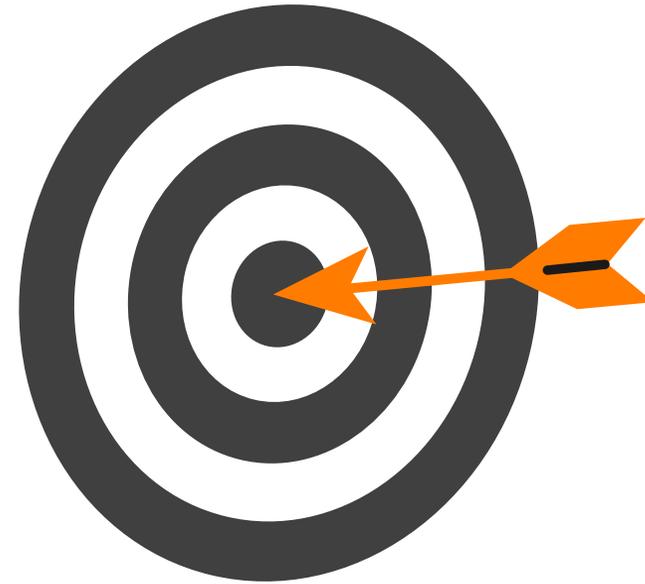
IMPACT

Improved education system that produces skilled productive, and lifelong learners, in Tanzania.
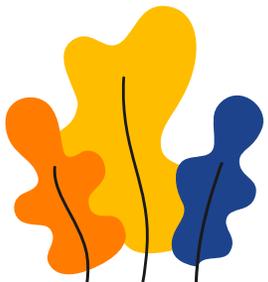
PROBLEM STATEMENT

❑ **Increasing Drop out Rate:**

➤More than 120,000 girls drop out of school every year in Tanzania.

➤Between 2003 and 2011, over 55,000 adolescent girls were expelled due to pregnancy, (Centre for Reproductive Rights), Primary level – BEST 2020

Problem statement cont....

☐**Systematic expulsion of pregnant students and adolescent mothers:**

➢For decades, pregnant students and adolescent mothers in Tanzania mainland were forced to drop out of school under the expulsion regulation that was instituted in 2002 following the amendment of the Education Act 1978, Section 4.

"The expulsion of a pupil from a school may be ordered where:

b) The pupil has committed a criminal offence such as theft, malicious injury to property, prostitution, drug abuse or offence against morality whether or not the pupil is being or has been prosecuted for an offence."

Problem statement cont…

➤ The "offence against morality" was used as a ground for the expulsion of pregnant girls from school.

➤ The regulation did not explain the crimes that are considered to be against morality.

➤ Clearly, expelling pregnant girls from school on the basis of this regulation seemed to suggest that the "offence against morality" was loosely interpreted to include pregnancy of school students."

Problem statement cont....

Table 2.17: Dropout Trend in Government and Non-Government Schools by Reason and Sex, 2016-2020

Reasons for Dropout	2016			2017			2018			2019			2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Death	1524	1070	2594	1575	1180	2755	1896	1363	3259	1713	1236	2949	1444	1094	2538
Indispline	279	125	404	113	93	206	145	96	241	116	39	155	156	82	238
Pregnancy		594	594		1040	1040		1185	1185		1135	1135		989	989
Truancy	62007	52328	114335	34746	27395	62141	52200	37750	89950	94854	68741	163595	113919	80936	194855
Grand Total	63810	54117	117927	36434	29708	66142	54241	40394	94635	96683	71151	167834	115519	83101	198620

Secondary level

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BEMIS 2023 STATISTICS ON RE-ENTRY MARCH 2022 – MARCH 2023

	No. of Students	Dropout ★	Readmitted
› **PRIMARY**	11,196,788	204,600	2,867
› Female		85,158	1,233
› Male		**119,442**	**1,634**
›	2,671,927		
› **SECONDARY**		130,647	1,907
› Female		62,292	1,046
› Male		68,355	861
› **AEP**			**6,685 girls**

❑**Limited Capacity of Alternative Education Pathways:**

➢As dropout rates rise, preventing students from re-enrolling in formal schooling and compelling them to pursue education through non-formal channels.

➢However, non-formal education options suffer from capacity constraints (limited numbers, locations, and teachers) and financial burdens, including school fees and additional expenses.

➢In contrast, formal education, which is fee free and accessible in every ward, remains an underutilized resource for drop out students.

ADVOCACY STRATEGIES UTILIZED TO INFLUENCE RE-ENTRY

RESEARCH — 1

STRATEGIC PARTNERSHIP WITH TANZANIA WOMEN PARLIAMENTARIAN GROUP — 2

CAUCUS — 6

ADVOCACY PATHWAY

RE-ENTRY VISITS IN AFRICAN COUNTRIES — 3

MEDIA — 5

MEETINGS WITH GOVERNMENT OFFICIALS — 4

KEY STAKEHOLDERS TARGETED

❖ Tanzania Women Parliamentarian Group
❖ Parliamentarian Social Service Committee
❖ Parliamentarian Budget Committee
❖ Ministry of Education, Science and Technology
❖ President's Office – Regional Administration and Local Government
❖ Ministry of Health
❖ Ministry of Community Development

TEN/MET

KEY STAKEHOLDERS

POLICY MAKERS 01
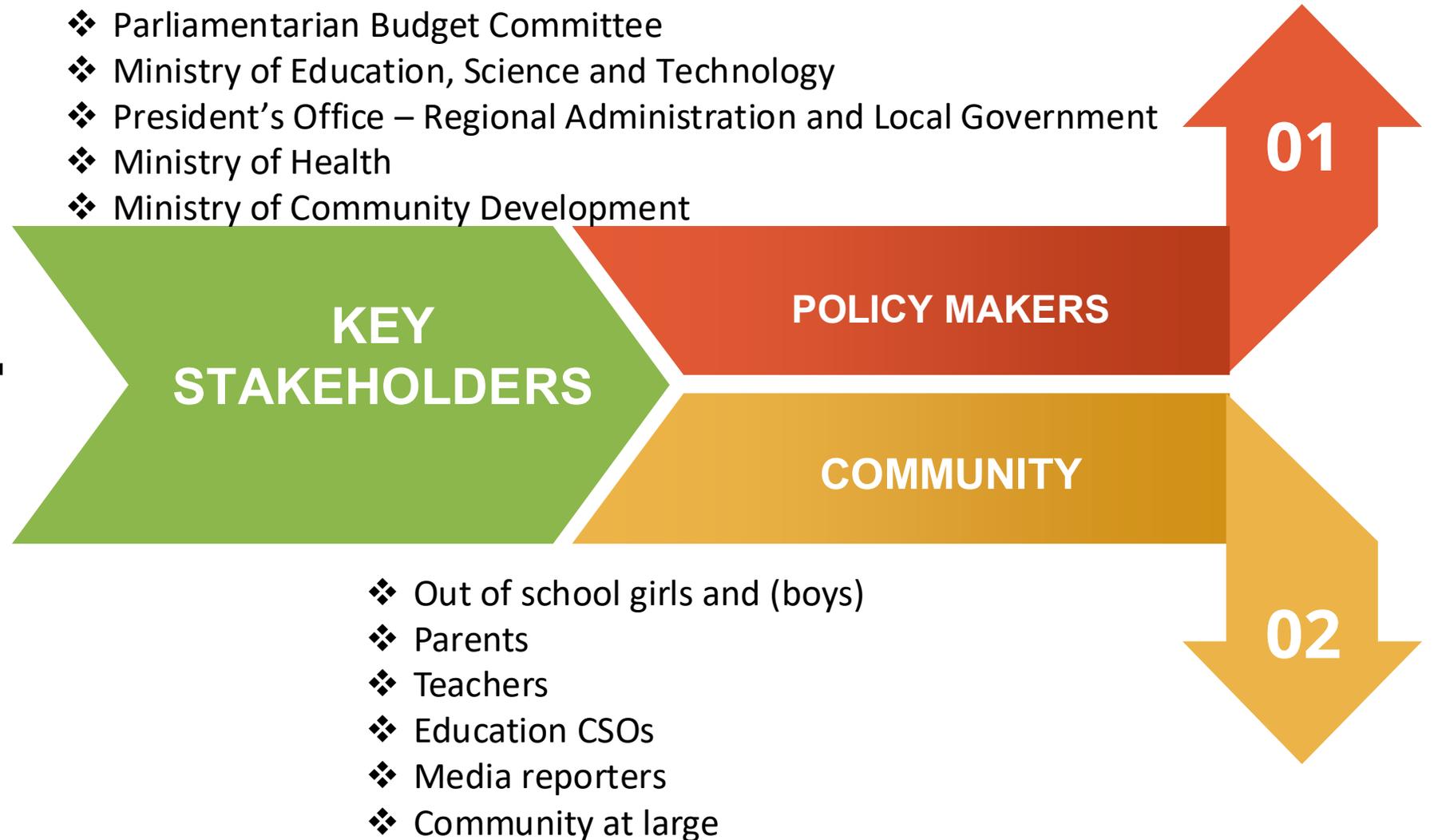
COMMUNITY 02

❖ Out of school girls and (boys)
❖ Parents
❖ Teachers
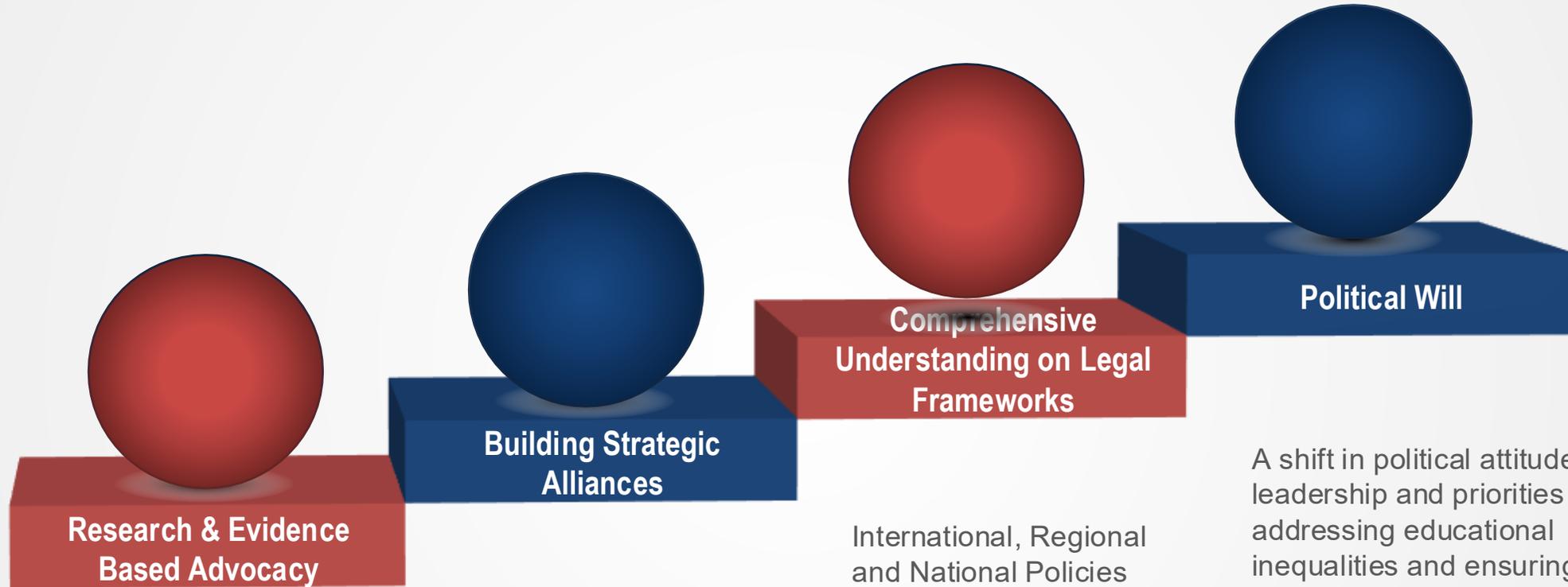❖ Education CSOs
❖ Media reporters
❖ Community at large

OUTCOMES: RE-ENTRY POLICY IN TANZANIA MAINLAND

❑ Incorporating re-entry policy in the education system, following years of excluding pregnant students and teen mothers from formal education.

❖ These affirmative actions signify a deliberate effort to address past disparities and ensure educational inclusivity for all.

➢ Education Circular No.2,2021

➢ Re-entry Guideline, February, 2022

➢ Education and Training Policy, 2014, version 2023

Outcomes conti......

- *3.2.1.3 The government, in collaboration with stakeholders, will remove barriers that hinder all students from starting, continuing, and completing the education and training cycle at all levels.*
.

- *3.2.1.4 The government, in collaboration with stakeholders, will continue to strengthen and oversee various measures aimed at providing opportunities for education and training for those who have missed it*

- *3.4.1.2 Non formal education system will be recognized, and those who go through that system will have the opportunity to join the formal education system according to the criteria that will be set.*

LESSONS LEARNT

Research & Evidence Based Advocacy

TEN/MET's research on "*Investigating The Existing Educational Initiatives For Out Of Schoolgirls And Teenage Mothers In Tanzania Mainland*"

Building Strategic Alliances

-Caucus bringing like minded organizations
- Tanzania Women Parliamentarian Group
- MoEST

Comprehensive Understanding on Legal Frameworks

International, Regional and National Policies safeguarding the right of education for all that Tanzania is a signatory

Political Will

A shift in political attitudes, leadership and priorities towards addressing educational inequalities and ensuring the rights of vulnerable groups, such as pregnant students and teen mothers.

COALITION PLANS - RE-ENTRY POLICY FOR SUSTAINABLE IMPACT

01

Development of National Re-entry Implementation Plan

02

Influence the review of Education Act 1978

Advocate for gender responsive budgeting

03

Awareness campaigns.

04

TEN/MET REFLECTION ON EOL SUPPORT

DISSEMINATION & DOCUMENTATION

USEFULNESS OF LEARNING EFFORTS

TEN/MET SUSTAINABILITY & INCLUSIVITY

- **Funding Dedicated Documentation Efforts**
- **Knowledge sharing platforms** such as online portals, forums, or webinars
- **Capacity building workshops**, sharing practical experience on policy influence
- Utilizing **communication channels** like social media and traditional media
- Documenting best practices from al EOL grantees into a single working document
- Supporting the **sharing and dissemination of stories of change and lessons** learned through various channels, including reports, publications, websites, social media, and events.

- **Investment in capacity building** eg; M&E, Documenting stories of change, advocacy and communication
- **Promotion of collaboration and partnership,** created opportunities for joint learning, resource sharing, and coordinated advocacy efforts.
- **Knowledge Sharing platforms** eg; Education Hub, workshops

TEN/MET Sustainability as a coalition

- Governance Structure
- Capacity building.
- Resource Mobilization
- Networking and Collaboration

EOL Support

- Capacity building and Technical Assistance to strengthen organizational capacity in idenfied needs

THANK YOU

Any question/comment / Welcomed