

UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

IMPLEMENTATION PLAN FOR THE GUIDELINES ON RE- ENROLLING STUDENTS WHO HAVE DROPPED OUT OF PRIMARY EDUCATION AND SECONDARY FOR VARIOUS REASONS

JUNE, 2025

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Foreword

The Government of the United Republic of Tanzania intended to bring about an economic revolution to move Tanzania into a middle- and upper-income economy by 2025. The Ministry of Education, Science and Technology (WyEST) is responsible for formulating sectoral policies, laws, regulations, and guidelines, and for setting strategies that reflect the national development agenda. In this context, the Ministry is firmly committed to ensuring that the Education Policies, Curricula, and Guidelines provided in the country, from Early Childhood to Higher Education, meet quality standards in all relevant areas. Furthermore, the Ministry is responsible for ensuring that students who enroll to begin their studies complete their course of study at the respective level without any hindrance.

Therefore, to fulfill this mandate, in 2021 the Ministry developed the Guidelines for the Reintegration of Students Who Dropped Out of Primary and Secondary Education for Various Reasons. The guide aims to direct education stakeholders on key issues to consider in the process of re-enrolling students who have dropped out of school for various reasons. Therefore, to ensure that this guide is implemented effectively, the Ministry, in collaboration with various stakeholders, has prepared an implementation plan that outlines the activities to be carried out by the various stakeholders to achieve positive results. These stakeholders include: sectoral Ministries, Civil and Community-based Organizations, Institutions, development partners, the community, parents/guardians, and students.

The main objective of this Plan is to outline the procedures and instructions for implementing the guide for the reintegration of students who have dropped out for various reasons, enabling them to complete their academic cycle within the formal system.

Therefore, it is my expectation that this Plan will be used by all implementers in adherence to the procedures, duties, and responsibilities outlined for each stakeholder. This is done to achieve the intended goals, including an increase in the number of students who return to school after dropping out for various reasons and complete their educational cycle.

Prof. Carolyne I. Nombo

SECRETARY-GENERAL

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



Acknowledgements

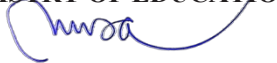
The Implementation Plan for the Guidance on the Reintegration of Students Who Dropped Out of Primary and Secondary Education for Various Reasons has been prepared in collaboration with experts from sectoral Ministries and various stakeholders who implement the measure to reintegrate students who dropped out of school for various reasons. The Ministry of Education, Science and Technology thanks the experts from various Ministries and Institutions who participated in preparing this plan. The Ministries and Institutions that participated in this important work are the Ministry of Education, Science and Technology; Office of the President - Regional and Local Government Administration; Ministry of Health; Ministry of Community Development, Gender, Women, and Special Groups; Institute of Adult Education; TEN/MET Secretariat; Campaign for Female Education (CAMFED); Karibu Tanzania Organization (KTO); Msichana Initiative; HakiElimu; Flaviana Matata Foundation; FEMINA HIP; Legal and Human Rights Centre; TGNP Mtandao, Child Dignity Forum; FAWE Tanzania; Child Support Tanzania, and Transforming Life.

Furthermore, in a unique way, the Ministry extends its sincere gratitude to the Tanzania Education Network (TEN/MET) and the National Girls Education Caucus for coordinating the preparation of this program as well as funding the entire process of preparing this initiative to re-enroll students who dropped out of school for various reasons.

Dr. Lyabwene M. Mtahabwa

EDUCATION COMMISSIONER

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



Chapter One Introduction

1.1. Introduction

In an effort to ensure that every child has the right to a quality education, the Government of the United Republic of Tanzania, through the Ministry of Education, Science and Technology, has prepared a guide to re-enroll students who have dropped out of school at the primary and secondary levels for various reasons. In order to successfully implement the guide and recognizing the importance of education in national development and community well-being, The government, through the Ministry of Education, Science and Technology in collaboration with the Tanzania Education Network (TENMET), has developed a plan for the effective implementation of this guide, which aims to return to school all children who have missed out on the opportunity for education for any reason. The reasons for student dropout are numerous and involve various challenges including illness, death of parents/guardians, low income of parents/guardians, family migration from one place to another, the effects of climate change, pregnancy, child labor, unfriendly teaching and learning environments, harmful traditions and customs, various disabilities, or truancy due to socioeconomic circumstances.

This program is an important step in ensuring that students have the opportunity to complete the primary and secondary education cycle and contribute to sustainable development. To ensure its success, close collaboration between the government and parents/guardians, teachers, stakeholders, leaders, and the community is required in the implementation of this program. This program aims to ensure that all children have the opportunity to complete their primary and secondary education, regardless of the challenges they have faced. Likewise, it will involve special strategies to improve the learning environment, provide psychological support, and ensure the availability of essential supplies for all students returning to school.

1.2. Background

The provision of quality education helps in developing a skilled human resource base in various fields; thus, becoming a key pillar in contributing to the sustainable development of any country in the world. Since the provision of quality education is a priority, the Government, through the Ministry of Education, Science and Technology (WyEST), is committed to ensuring that the Education Policy, Curriculum, and Guidelines provided in the country meet quality standards in all key areas. Furthermore, the Ministry is responsible for ensuring that students who enroll in school complete their course of study at the respective level without any obstacles.

Furthermore, to accomplish this task, WyEST issued Education Circular No. 2 of 2021 and the 2022 Guidelines for the Reintegration of Students Who Dropped Out of Primary and Secondary School for Various Reasons. The guide aims to direct various education stakeholders on the procedure for re-enrolling students who have dropped out of school for various reasons. Therefore, an implementation plan has been developed to ensure the effective implementation of the existing guidelines by involving various stakeholders, including sectoral Ministries, institutions, civil society organizations, development partners, the community, parents/guardians, and students. The roles of stakeholders have been defined to achieve positive outcomes from the implementation of the guidelines.

The expectation is that the results of this program will help re-enroll students in school to enable the attainment of the intended proficiency.

The government has conducted various studies and identified the real situation of students who drop out of school. One of the recommendations from the Education Sector Assessment (ESA, 2021) is for the education system to have sufficient opportunities for students to return to school for the benefit of those who drop out. This is because statistics show that the school retention rate for primary and secondary school students has not yet reached 100%. This assessment found that, between 2017 and 2020, the student retention rate increased from 58.4% to 75.1% for primary schools; 61.0% to 65.2% for lower secondary schools, and from 84.4% to 96.1% for upper secondary schools. This indicates that there is still a large number of students who fail to complete their cycle of studies. Thus,

There is a need to allow these students to return to school to enable them to complete their academic cycle.

BEMIS 2022 data shows that between March 2021 and March 2022, a total of 204,600 elementary school students (equivalent to 1.83% of all students 11,196,788 for the year 2021) dropped out of school for various reasons, including pregnancy, poverty, illness, and disability. Additionally, for primary schools, a total of 2,867 students returned to school, of whom 1,634 were boys and 1,233 were girls. For Secondary Schools, a total of 130,647 students (equivalent to 4.89% of all 2,671,927 secondary school students for the year 2021) where 68,355 boys and 62,292 girls dropped out, and those who successfully returned to school were 1,907, 861 boys and 1,046 girls.

BEMIS 2023 shows that in the period from March, 2022 to March, 2023, a total of 193,605 elementary school students (equivalent to 1.7% of the total 11,420,973 students for the year 2022) dropped out of school, including 112,366 boys and 81,239 girls. During that period, 4,404 students were able to return to school, including 2,370 boys and 2,034 girls. As for secondary school students, during that period a total of 136,313 students (equivalent to 4.8% of the total 2,823,588 students for the year 2022) of whom 69,847 were boys and 66,466 were girls dropped out of school, while 1,675 students, including 791 boys and 884 girls, successfully returned to school.

Similarly, BEMIS 2024 shows that in the period from March, 2023 to March, 2024, a total of 158,374 elementary school students (equivalent to 1.39 percent of all 11,425,482 students in 2023) dropped out, of whom 91,033 were boys and 67,341 were girls. During that period, 3,402 students successfully returned to school, of whom 1,891 were boys and 1,511 were girls. As for secondary school students during that period, a total of 148,337 students (equivalent to 4.82 percent of all 3,077,355 students for the year 2023) where 76,125 boys and 72,212 girls dropped out, and those who successfully returned to school were 1,308 students, 633 boys and 675 girls.

This situation affects the government's sustainable plans for the right to education for all target groups.

1.4 Legal Framework

This program has been developed in accordance with various international, regional, and national laws, guidelines, declarations, and agreements.

Internationally, this program has taken into account the Universal Declaration of Human Rights of 1948, Article 26 of the UDHR, which emphasizes that everyone has the right to education. It has also taken into account the 1960 UNESCO Convention against Discrimination in Education, which emphasizes that persons who have been denied access to education for various reasons, including discrimination, should have the right to re-enter the education system without discrimination and without delay.

Likewise, this plan has taken into account the 1976 International Covenant on Economic, Social and Cultural Rights, which recognizes that education is a fundamental human right that should be accessible to all without discrimination. Another treaty considered is the Convention on the Elimination of All Forms of Discrimination Against Women (1983), which recognizes that women, like other people, have the right to education without any discrimination. Furthermore, the Convention on the Rights of the Child of 1991, which emphasizes the right to education as a foundation for a child's development, has also been considered. This convention recognizes that every child has the right to education and calls for ensuring that children are not denied educational opportunities due to various circumstances. In addition, the Convention on the Rights of Persons with Disabilities (2006-2009) emphasizes the right to education, especially for persons with disabilities. This Convention recognizes that people with disabilities have the right to education on an equal basis with others and should not be excluded from the education system due to their disabilities. Likewise, the 2030 Sustainable Development Goals (SDGs), which aim to provide quality and inclusive education for all, have also been taken into account. Furthermore, its preparation has recognized the disparities that hinder access to education, particularly for girls from marginalized communities and those affected by early/child marriage or pregnancy.

Regionally, this plan has taken into account regional instruments including:

(i) The 1986 African Charter on Human and Peoples' Rights, which emphasizes the importance of education and non-discrimination; (ii) The 1990 African Charter on the Rights and Welfare of the Child, which emphasizes the importance of education and the principles of non-discrimination; (iii) the African Union Protocol on the Rights of Women (Maputo Protocol) of 2003 to 2007, which emphasizes gender equality and

to eliminate discrimination against women and girls; (iv) The Southern African Development Community (SADC, 2008) Gender Protocol recognizes the challenges that women and girls face in accessing and continuing their education due to various social, economic, and cultural factors, and recognizes education as a fundamental right. Similarly, this Plan has considered the 2030 African Agenda, which reflects the commitment to address the education gap and ensure non-discriminatory access to learning opportunities for all people in Africa.

At the national level, this plan has considered the Constitution of the United Republic of Tanzania of 1977, which lays the foundation for the right to Education by recognizing education as a fundamental right for all citizens. It has also taken into account the Education Act of 1978, which outlines the equitable access to education from primary to higher education, including the rights and responsibilities of teachers and students. The Act also protects girls and boys from rape, child marriage, and sexual abuse and provides severe penalties for those found guilty of engaging in sexual activity or marrying students. Likewise, it provides protection for children to ensure they continue their studies until completing their cycle of education.

Furthermore, it has taken into account the 2014 Education and Training Policy, 2023 Edition, which emphasizes the government's commitment to providing free, inclusive primary education that considers gender equality, and the participation of the local community in advancing the education process. Furthermore, the Employment and Labour Relations Act of 2004 and its 2019 amendments, which emphasize the eradication of child labor and the protection of children's rights, have also been taken into consideration. This law also prohibits involving children in hazardous or exploitative work that could affect their physical, mental, or educational development. Another related law is the Child Act, 2009 and its 2019 amendments, which includes various provisions aimed at protecting children's rights, ensuring their welfare, promoting their development, and emphasizes that children have the right to education; and that their right to education should not be denied.

Furthermore, this program has considered the 2022 student re-enrollment in school guidelines, which serves as a key policy tool in promoting the re-enrollment of students, particularly girls and boys, after facing obstacles such as pregnancy, child marriage, dropping out, or other challenges. This guide reaffirms Tanzania's commitment to ensuring that education is equally accessible to all, in line with international standards on gender equality and children's rights.

This guide outlines implementation strategies for schools, communities, and stakeholders to create an enabling environment for the educational journey of students who have dropped out for various reasons, without discrimination, and to ensure that no child is denied the opportunity to continue their education.

1.5 Stakeholders in the Implementation of the

Stakeholders in the implementation of this Plan are categorized into sectoral Ministries, Institutions, Civil Society Organizations, development partners, the community, parents/guardians, and students. More details about the stakeholders and their roles are explained in chapter three.

1.6 s Background and Implementation Stakeholders in the implementat

The implementation plan has been developed to help stakeholders meet the requirements of the guidelines for re-enrolling primary and secondary school students who have dropped out for various reasons. Therefore, it provides procedures and instructions for the implementation of the guidelines. It also aims to enable stakeholders to understand the guidelines and to direct education stakeholders in carrying out their duties by setting objectives, strategies, and activities, as well as explaining the proper use of resources for its implementation.

1.7.1 Main Objective

The primary objective of this program is to clarify the procedures and implementation guidelines for the re-enrollment of students who have dropped out for various reasons, enabling them to complete their academic cycle within the formal system.

1.7.2 Specific Objectives

This program has the following specific objectives:

- i. To provide guidelines and procedures on how to re-enroll students who have dropped out of school in Primary and Secondary schools;
- ii. To provide guidance on the roles of various stakeholders in the implementation of re-enrolling students who have dropped out; and

- iii. To provide guidance on how to conduct monitoring, evaluation, and reporting on the implementation of the guidance for re-enrolling out-of-school students.

1.7.3 Indicators

- i. The number of elementary and secondary school students who returned to school after dropping out for various reasons;
- ii. The availability of monitoring and evaluation data on students who returned to school after dropping out for various reasons;
- iii. The number of elementary and secondary school students who continue to remain in school without dropping out and complete the cycle of education; and
- iv. The number of students who complete primary education and continue to join secondary education.

1.7.4 Results Expected

- i. An increase in the number of primary and secondary school students who have returned to school after dropping out for various reasons;
- ii. An increase in the number of primary and secondary school students who continue their studies without dropping out;
- iii. Increased awareness among the community, stakeholders, parents, and guardians about the importance of education and guidance for the reintegration of students who have dropped out for various reasons;
- iv. The existence of a monitoring system for student dropout indicators; and
- v. Increased opportunities for providing education to out-of-school students through alternative education.

Chapter Two

Procedure for Returning Students to School

2.1 Introduction

In accessing education, there are various challenges that become obstacles, causing students to drop out of school and fail to achieve their dreams. These challenges include illness, death of parents/guardians, low income for parents/guardians, family relocation from one place to another, the effects of climate change, pregnancy, and various types of disabilities. The procedure for re-enrollment for students who have dropped out will depend on the reasons for the student's withdrawal as outlined in the relevant guidelines.

Students in primary and secondary schools drop out for various reasons. These reasons include:

2.2.1 Illness

Illness is one of the reasons that cause students to interrupt their educational cycle. This situation can arise from the student becoming ill or from the parents/guardians becoming ill, which causes the student to be unable to continue with their studies. Some of these diseases can be epidemic diseases, non-communicable diseases, and communicable diseases.

2.2.2 Orphans

When children lose both parents or a single parent, it causes some students to fend for themselves or for an older child to take on the responsibility of caring for their younger siblings. This situation causes those children to fall behind.

and their studies, and instead focus more on economic activities such as small-scale trading, doing chores, and other tasks.

2.2.3 Parental Lack of , Ability/Irresponsibility

Some parents are unable to meet their children's needs due to various reasons, including: difficult economic conditions, falling ill, or being suddenly laid off. This causes a student to drop out of school due to a lack of basic necessities or proper care from parents/guardians.

2.2.4 Migrating Families

Family migration is due to various reasons, including the search for agricultural opportunities, where parents move to the countryside and leave their children behind; parents seeking pasture for their livestock; or sometimes sending their children to herd the animals. All of these affect children's education and cause them to drop out of school.

2.2.5 Natural Disasters

Natural disasters such as drought, floods, and earthquakes affect children/students by impacting the availability of food, safe water, or shelter. The consequences of these disasters include students being unable to complete their education cycle.

2.2.6 Pregnancy

Pregnancy is one of the reasons that can cause a female student to be unable to keep up with school procedures, as well as to protect and care for her health. For this reason, a student who becomes pregnant is required to discontinue her studies immediately after confirmation through tests provided and administered by government-recognized and licensed health professionals. The pregnancy testing exercise for students will be conducted with student participation as part of their health awareness and self-care. A student's pregnancy test will be conducted with their consent.

2.2.7 Special Needs

This group includes people with special needs and those with physical, intellectual, or sensory disabilities. These groups have been at a high risk of failure.

to continue their studies because of an unfriendly school environment, including: infrastructure, lack of support professionals, lack of food, and scarcity of assistive equipment. Furthermore, in some areas, the community has a negative attitude toward this group, including not seeing the importance of educating them because they believe that even if they study, they will have no contribution to the development of the community and the nation as a whole. This leads these students to drop out of the education system.

2.2.8 Children's Employment

Child labor is one of the forms of violence against children that affects a child's physical, mental, and psychological development. Child labor also causes children to drop out of school. This issue has been emerging in areas with various economic activities such as: mines, large farms, fishing areas, and marketplaces.

2.2.9 Lack of Protection and Safety for the Child/Student

A child needs protection and safety inside and outside the school environment. Protection and safety are in place to ensure that children are protected from harmful acts such as rape, indecent language, and sexual abuse. An environment that lacks the child's protection and safety leads to the student dropping out of school.

2.2.10 Harmful Traditions and Customs

Harmful traditions and customs, including female genital mutilation, forced marriage, child marriage, and child labor, can cause a student to drop out of school.

2.2.11 Teaching and Learning Environment and

The teaching and learning environment includes everything that concerns a student within the education system, including infrastructure, curriculum, learning materials, teachers, and support staff. An unfriendly environment encourages students to drop out or discourages those who have dropped out from returning to the formal education system.

2.2.12 Long Distance Between Home and th at School

The long distance from school to home is another reason that may also cause some students to fail to continue their studies. These circumstances



These circumstances can lead to a student encountering various temptations along the way, being raped, sodomized, or subjected to other acts of violence, causing the student to drop out of school.

2.2.13 Talents and Gifts

Some talented and gifted students are unable to continue their education due to a lack of an environment that supports them in developing their talents or gifts. This situation leads some of them to feel there is no need to continue their studies and to decide to drop out of school.

The implementation of the Guidelines for Reintegrating Students Who Have Dropped Out for Various Reasons requires strategies to prevent students from dropping out or interrupting their studies. Establishing strategies to prevent students from dropping out or dropping out of school is important for the development of the individual, the community, and the nation as a whole. Education is a right for everyone, so the government should make every effort to ensure that students have the opportunity to receive a quality education and continue their studies.

2.3.1 The Importance of Having Strategies to Reintegrate Students Back into School

2.3.1.1 Closing the education gap: Students who drop out or leave school face the risk of missing out on educational opportunities and falling behind academically. This can significantly impact their personal development and reduce their opportunities for employment and a better life. By implementing strategies to prevent this, we can narrow the educational gap and ensure that students receive the education they deserve.

2.3.1.2 Promoting social and economic well-being: Education is a key foundation for social and economic development. Students who complete their studies can contribute to the development of their community and have better job opportunities and build a better life. By implementing strategies to prevent students from dropping out, we can promote social and economic well-being by providing equal educational opportunities for everyone.

Furthermore, students who drop out of school or discontinue their studies can have a significant impact on society and the economy. They may have fewer job opportunities, become dependent on the government or their families, and be at risk of facing poverty and other problems. By implementing strategies to prevent this, we can promote social and economic well-being and build a strong and sustainable community.

2.3.1.3 Developing skills and talents: Graduates can make a significant contribution to national development. They can become experts in various fields, such as science, technology, engineering, and the arts. By implementing strategies to prevent students from dropping out, we can nurture the skills and talents of our youth and build a highly capable and innovative society.

Section 2.2 and its components outline the various reasons that can cause a student to struggle with attending classes and decide to drop out of school. Furthermore, before a student reaches the point of dropping out or withdrawing, there are indicators they may exhibit. If these are identified early, specific actions can be taken to support the student and reduce and/or completely eliminate the risk of them leaving school.

2.3.2 Strategies that can be used to prevent students from dropping out or withdrawing from school

Strategies to prevent students from dropping out or dropping courses can vary depending on the environment and the students' needs. Schools and communities are required to take appropriate action according to their circumstances to prevent students from dropping out or dropping courses. Various strategies can be used to prevent students from dropping out or dropping courses, some of which include:

2.3.2.1 Strengthening the learning environment

School environments should be safe, motivating, and provide students with opportunities to learn effectively. This can include improving school infrastructure and providing learning resources. This will enable a collaborative learning environment, including the availability of safe and clean water services in public schools, boarding facilities, school feeding services, the establishment of satellite schools, learning through play, and inclusive learning environments.



2.3.2.2 Strengthening counseling and mentoring services

Students may face psychological challenges that can affect their ability to learn. Providing psychological support, such as counseling and guidance, can help students address their issues and continue with their studies. Therefore, every school is required to strengthen counseling and advising services.

2.3.2.3 Establishing monitoring programs

Implementing a system to monitor student behavior and address problematic trends early can help prevent students from dropping out. This includes holding meetings with parents, providing additional support for students with challenges, or creating behavior intervention plans.

2.3.2.4 Encouraging parent/guardian involvement

Engaging parents/guardians in their children's education is crucial. Establishing communication systems and collaborating with parents/guardians can help prevent student dropouts. This can include parent-teacher conferences, providing regular updates on student progress, and involving parents/guardians in decisions about their children's education.

2.3.2.5 Providing encouragement and motivation to students

Implementing incentive systems, such as gifts or awards, for students who perform well can motivate them to continue their studies. Providing students with opportunities to engage in extracurricular activities such as sports or art can also motivate them to continue their studies at school. Additionally, having events and competitions that involve talented students, such as art, science, or sports competitions. This can provide students with more motivation and place them in a positive, competitive environment. Appendix 1 outlines risk indicators, contributing factors, and specific strategies to prevent student dropout.

2.3.2.6 Providing Public Education

Providing public education through various means including media such as radio, television, social networks, and various meetings on community participation to promote the importance of students completing their education.

their educational cycle, and to re-enroll students who have dropped out for various reasons. Likewise, to provide education to protect girls and boys from rape, child marriage, and sexual abuse.

2.4 Procedure for Re-enrolling Students Who Dropped Out

2.4.1 Procedure for Reintegrating Students Who Became Pregnant

The procedure for the re-enrollment of students who dropped out for reasons of pregnancy shall be as directed in Education Circular No. 2 of 2021, which is defined as follows:

- i. Provision of counseling and mentoring services;
- ii. The School Administration shall convene a joint meeting between the Parent/Guardian and the School Committee/Board to discuss how to support the student in question;
- iii. Return to school within two years of dropping out;
- iv. Parents/guardians agree in writing to support their child and any subsequent child by providing appropriate assistance and services while the student is enrolled;
- v. The student must return to school at the beginning of the new academic year to the grade level they left off;
- vi. The student shall be allowed to choose to return to the original school or transfer to another school in accordance with existing laws, rules, and procedures.

Note:

- i. A student who has returned to school in the formal system after giving birth is not permitted to attend school with her child.
- ii. If a student becomes pregnant again, she will not be permitted to continue her studies in the Formal Education System.

2.4.2 Procedure for Reintegrating Students with Disabilities into School

The reintegration of students with disabilities will be carried out according to the following procedure:

- i. Provision of counseling and guidance services;

- ii. Return to school within a period not exceeding two years after dropping out and being certified as having a disability;
- iii. The School Administration shall convene a joint meeting between the Parent/Guardian and the School Committee/Board to discuss how to support the student in question;
- iv. Parents/guardians, in collaboration with the Principal and the Special Education Officer in the relevant council, will find an inclusive/special school (with boarding if necessary) capable of providing the student with appropriate services;
- v. Return to school at the beginning of the new academic year to the grade level where they left off;
- vi. To be allowed to choose to return to the primary school or transfer to another school;
- vii. Be offered a place in a boarding/day school if necessary; and
- viii. School leadership, parents/guardians, in collaboration with the government through the relevant council, shall enable the student to obtain assistive equipment according to their needs;

Note:

If, after two years, it is confirmed that a student with a disability still has challenges returning to school, they will be given an extension to allow them an opportunity to address the relevant challenges and return to school within two years.

2.4.3 Procedure for Reintegrating Students Who Dropped Out for Other Reasons

This group includes students who dropped out for other reasons, including poverty, truancy, being child caregivers, and child labor, living in harsh environments, distance from home to school, living with a single parent/guardian, and parental irresponsibility. The following are the procedures to be followed to re-enroll the students in question:

- i. The student is to be provided with counseling and guidance services;
- ii. The student will be required to return to school within two years of dropping out;

- iii. The School Administration shall convene a joint meeting between the Parent/Guardian and the School Committee/Board to discuss how to assist the student in question;
- iv. The student will be allowed to choose to return to the original school or transfer to another school;
- v. The student must return to school at the beginning of the new academic year to the grade level they left off;
- vi. The School Administration shall convene a joint meeting between the Parent/Guardian and the School Committee/Board to discuss how to provide the student with appropriate support; and;
- vii. The school leadership, parents/guardians, in collaboration with the government through the local council, shall find a school for the student in question that is close to their residence, if necessary.

Chapter Three

Implementation Framework of the Guide

3.1 Introduction

The implementation of the guide for re-enrolling students who have dropped out of primary and secondary education for various reasons requires the participation of various stakeholders in accordance with their responsibilities. Also, an environmental assessment of the implementation should be conducted to identify existing opportunities and challenges. Table No. 1 shows the strengths, weaknesses, opportunities, and threats of the guide's implementation.

Table 1: *Information on Strengths, Weaknesses, Opportunities, and Constraints for Implementing the Guide.*

Strengths	Weaknesses	Opportunities	Challenges
i. The existence of laws, regulations, and guidelines including the Constitution of the United Republic of Tanzania, 1977 chapter 11(2); Education Circular No. 2 of 2021, together with the Guidelines for the re-enrollment of students who dropped out of school in 2022 and the MEWAKA Guidelines; ii. The existence of the Education Policy of 2014, 2023 Edition;	i. An unfriendly environment for students to return to school; ii. Provision of ineffective counseling and mentoring services and is insufficient; iii. Lack of a system to identify students who are at risk of dropping out;	i. The presence of private sector involvement, including development partners, NGOs, non-governmental organizations, Institutions and religious organizations, ii. The presence of the media; iii. Political will; and	i. Community awareness of the student re-enrollment guidance; ii. Harmful effects resulting from Natural Disasters; iii. Family displacement;

Capacity	Vulnerability	Opportunities	Obstacles
iii. School presence and skilled teachers; and iv. The presence of a robust management system and coordination of guidance from the national level to the school.	iv. Lack of resources for the implementation of the guidance; and v. Availability of accurate statistics on students who dropped out of school for various reasons	iv. The existence of parents/guardians and a responsible community;	iv. Poverty extreme in some communities; v. Parental irresponsibility and passing their responsibilities on to their children; vi. Illness of the student or a parent/guardian; vii. Orphans resulting from the death of both parents or a single parent; viii. Stigma from parents/guardians, the community, and fellow students; ix. Traditions and inappropriate traditions; x. Students' readiness to return to school; and xi. Negative societal attitude

3.2 Implementation Guide

The implementation of this guide involves stakeholders from different levels based on their responsibilities, positions, and contributions to the education and welfare sector. These stakeholders include the Ministry and its institutions, development partners, NGOs, the private sector, and the community at large. The following are the responsibilities of each stakeholder.

3.2.1 Ministry of Education, Science and Technology

The responsibilities of WyEST include:

- i. Reviewing the guidelines and regulations for the implementation of student reintegration into the education system;
- ii. Ensuring that legislative changes are made to create an enabling environment for implementation;
- iii. Conducting research, monitoring, and evaluation on the progress of implementing the guidelines for reintegrating students who have dropped out for various reasons into the formal education system;
- iv. Collect gender-disaggregated and special group statistics for students re-entering the education system at all levels;
- v. Providing sustainable education to the community and encouraging the community to return children to school within the formal system;
- vi. Providing training for guidance counselors on how to serve students returning to school;
- vii. Develop and ensure systems for re-enrolling students who have dropped out of school take into account the diverse needs of students;
- viii. Monitoring the implementation of the student re-entry guidance; and
- ix. Ensuring that life skills education is provided to returning and continuing students to prevent re-dropping out.

3.2.2 Office of the President - Regional and Local Government

The Office of the President - TAMISEMI will have the following responsibilities: -

- i. To coordinate the re-enrollment of students who have dropped out for various reasons;

- ii. Facilitating a supportive learning environment so that students who have returned to school can complete their studies;
- iii. Improve teaching and learning infrastructure;
- iv. Establish and manage child protection and safety desks in every primary and secondary school;
- v. Provide guidance on the reintegration of students who have dropped out of school for various reasons at all levels of implementation;
- vi. Coordinate activities related to the database of all students who have dropped out for various reasons and those who are returning;
- vii. To motivate parents/guardians and the community through school committees/boards about the importance of re-enrolling students in school;
- viii. Coordinating community engagement in education;
- ix. Coordinate the activities of various stakeholders, including development partners, NGOs, private organizations, and the community, in the implementation of the guidelines for re-integrating students into the formal education system;
- x. Coordinate the preparation of the budget for the implementation of the back-to-school program based on the statistics and actual needs of the schools and the respective Council; and;
- xi. To monitor and evaluate the implementation of the guidelines.

3.2.3 Ministry of Community Development, Gender, Women and Special Groups

This ministry will have the following responsibilities: -

- i. Review the child protection and safety desk guidelines and coordinate their implementation;
- ii. Collaborating with the Office of the President - TAMISEMI to provide education on the importance of education, especially through children's councils at the ward, district, and regional levels;
- iii. Maintain a database with information on students who have dropped out of school for various reasons and assist them to return to school;
- iv. To monitor and provide services for students who have dropped out of school due to acts of violence and to provide counseling services to prepare them to return to their studies;

- v. Ensuring that girls who dropped out of school due to pregnancy receive social support for raising their children; and
- vi. Coordinating an entrepreneurship training service for students who dropped out due to poverty and an inability to afford school fees.

3.2.4 nd Health Ministry

This Ministry will have the following responsibilities:

- i. Ensuring that there are youth-friendly services in health centers and clinics;
- ii. Coordinate the availability of health education at the community and school levels;
- iii. Managing health screening and treatment at the community and school levels in general;
- iv. Strengthening referral services and connecting those in need with back-to-school services;
- v. To conduct follow-up for students who need additional health services; and
- vi. Coordinate the availability of mental health services for the school community, especially children who have dropped out of school for various reasons.

3.2.5 Ministry of Constitution and Law

This Ministry will have the following responsibilities:

- i. Overseeing the reform of laws that hinder a girl child from accessing her right to education;
- ii. Coordinate the amendment of laws that appear to conflict with a child's right to education, including for those who have dropped out of school for various reasons; and
- iii. Collaborate with the Ministry of Community Development, Gender, Women and Special Groups in controlling criminal acts that endanger the protection and safety of children inside and outside of school.

3.2.6 nd Finance Ministry

This Ministry will have the following responsibilities:

- i. To provide budgetary guidance on the availability of resources to create an enabling teaching and learning environment for students re-entering the education system;

- ii. Coordinate the provision of education on government budget procedures to various stakeholders who provide funding for interventions for students re-entering the education system; and
- iii. To seek funding and channel it into the line items as approved by Parliament.

3.2.7 Ministry of r Affairs

This Ministry will have the following responsibilities:

- i. Collaborating with social welfare to control criminal acts that endanger the protection and safety of children outside and inside schools; and
- ii. Provide education on criminal acts that endanger the protection and safety of children outside and inside schools.

3.2.8 County Education Officer

The responsibilities of the Regional Education Officer are:

- i. Coordinate the preparation of relevant statistics and provide reports;
- ii. Ensure that primary and secondary education students are enrolled and placed in schools located as close as possible to their places of residence;
- iii. Collaborating with stakeholders to re-enroll students in school;
- iv. Develop and manage strategies to support students who have been re-enrolled in school to ensure they can continue their studies;
- v. Coordinate the preparation of the budget for the implementation of the student reintegration program, based on the statistics and actual needs of schools in the respective region; and
- vi. Prepare a progress report on students returned to school and submit it to OR-TAMISEMI.

3.2.9 ary Education Officer, Primary/Secondary

The Primary/Secondary Education Officer will have the following responsibilities:

- i. Providing education on the reintegration of students who have dropped out of school;
- ii. Ensuring that Primary and Secondary education students are placed in schools located near their residential areas;

- iii. Ensuring that students with special needs receive educational materials and support according to their needs;
- iv. Coordinate the implementation of this guide;
- v. Oversee the provision of counseling and guidance services in schools;
- vi. Prepare a budget for the implementation of the student re-enrollment program based on the statistics and actual needs of schools within the relevant council.
- vii. Monitor and evaluate the re-enrollment of students in school; and
- viii. Preparing a report on the progress of students who have been returned to school and submitting it at the County level.

3.2.10 Education Officer, Ward

The responsibilities of the District Education Officer are:

- i. To provide education on the reintegration of students who have dropped out of school at the Ward level;
- ii. Ensuring that primary and secondary education students are placed in schools located near their places of residence;
- iii. Coordinate the availability of educational materials and support according to the student's specific needs;
- iv. Coordinate the implementation of this guide;
- v. To oversee the provision of counseling and guidance services in schools;
- vi. Monitor and evaluate the reintegration of students into school; and
- vii. Preparing a progress report on students reintegrated into school and submitting it at the council level.

3.2.11 and Community Responsibilities

The community's responsibilities will be: -

- i. Collaborating with schools to ensure all enrolled students fully participate in their studies;
- ii. Ensuring that students who have dropped out return to school;
- iii. Ensuring a friendly and safe environment for students;
- iv. Contributing to the availability of measures to facilitate a teaching and learning environment; and

- v. Exchanging experiences and knowledge on protecting children from pregnancy and child marriage, drug use, child labor, and the harms resulting from these practices.

3.2.12 School Board/Committee

The responsibilities of the school board/committee are:

- i. Collaborating with school leadership and parents/guardians to ensure that a student who has dropped out returns to school and receives appropriate services;
- ii. Ensuring that counseling and guidance services are provided at the school; and
- iii. Participating in the monitoring and evaluation of student re-entry.

3.2.13 , Principal

The Principal/Head Teacher will have the following responsibilities:

- i. Ensuring that students who have been returned to school attend and learn fully;
- ii. Creating a supportive and friendly environment for students who have been reintegrated into school;
- iii. To help a student who has dropped out transfer to another school if they are not ready to continue their studies at their previous school;
- iv. Ensuring that all students, including those returning to school after dropping out, adhere to the school's Rules, Regulations, and Procedures;
- v. Ensuring the school has a suggestion box to, among other things, identify the challenges faced by students returning to school;
- vi. Ensuring the availability of pastoral, counseling, and guidance services in the school;
- vii. Maintaining records of students who have returned to school and ensuring that confidentiality is maintained; and
- viii. Building community awareness of the implementation plan for the guidance on re-enrolling students who dropped out of primary and secondary school for various reasons.

3.2.14 Student Counselor and Advisor

The responsibilities of the Student Advisor and Counselor are:

- i. To provide care, counseling, and advising services to all students, including those who have returned to school after dropping out;

- ii. Helping students recognize their rights and responsibilities; and
- iii. To advise parents/guardians on the best way to live with a student with various challenges before and after their return to school.

3.2.15 Parent/Guardian

The responsibilities of the parent/guardian are:

- i. Ensuring the student's basic needs are met upon their return to school;
- ii. To actively participate in the student's return to school;
- iii. Monitoring student progress and participating in school meetings;
- iv. Ensuring that the school has a friendly and safe environment for students;
- v. To openly educate students about the various challenges that lead to dropping out of school;
- vi. To find a school for a student who is ready to return, in collaboration with the school administration; and
- vii. To persuade and encourage students who have dropped out to return and continue their studies.

3.2.16 Returning Student to School

The returning student will have the following responsibilities:

- i. To focus on academics and avoid risky behaviors that could lead to dropping out;
- ii. Adhere to good conduct as well as the school's Rules, Regulations, and Procedures; and
- iii. To report acts of harassment and discrimination.

3.2.17 Community

The responsibilities of the community are:

- i. Collaborating with the school to ensure all students fully participate in their studies.
- ii. Ensuring that students who have dropped out of school return to school;
- iii. Ensuring that the school has a friendly and safe environment for students;

- iv. Contributing to the availability of interventions to enable a conducive teaching and learning environment; and
- v. Exchanging experiences and providing education on protecting children from pregnancy and child marriage, substance abuse, and child labor, as well as the associated harms.

3.2.18 Development Stakeholders

The responsibilities of development stakeholders will be:

- i. Facilitating the availability of resources for the implementation of the program for the reintegration of students who have dropped out;
- ii. Collaborate with the Government to monitor students who drop out of school and to evaluate the effectiveness of their reintegration; and
- iii. To enable the Government and education stakeholders to learn from countries that have been successful in implementing a strategy to re-enroll students in school.

3.2.19 AZAKI

AZAKI will have the following responsibilities: -

- i. To collaborate with the Government to conduct various assessments and studies on students who drop out of school and the effectiveness of implementing the guidelines to reintegrate them into the education system;
- ii. Submitting budget estimates to the OR-TAMISEMI for the implementation of the relevant Guidelines;
- iii. Provide reports to the Ministry of Education, Science and Technology and the Office of the President
- TAMISEMI annually on the implementation of the guidance for the reintegration of out-of-school students;
- iv. To raise awareness and educate the community about existing guidelines and the importance of returning students to school;
- v. Establish various initiatives to empower students who are ready to return to school; and
- vi. Partnering with the Government to improve teaching and learning infrastructure.

3.2.20 Private Sector

Its responsibilities will be: -

- i. Collaborate with the Government to improve teaching and learning infrastructure;
- ii. Funding the provision of interventions to enable students who are ready to re-enter the education system;
- iii. Facilitating the provision of education and community mobilization on re-integrating out-of-school students into the education system; and
- iv. Contributing to the availability of resources for the implementation of the guidance on re-enrolling out-of-school students.

3.2.21 Teachers and Parents Partnership (UWaWa)

The responsibilities of UWaWa will be:

- i. Establishing a mechanism for implementing UWaWa activities to improve Early and Basic Education;
- ii. To guide how to expand the scope of access to and management of resources required for the child/student;
- iii. To guide how to plan and implement sustainable strategies for improving inclusive learning environments that will enable the child/student to be safe inside and outside of school; and
- iv. To guide how to monitor and achieve appropriate quality indicators in the implementation of UWaWa.

Chapter Four

Monitoring and Evaluation of the Program

4.1 Introduction

Monitoring and evaluation help ensure that the implementation of the guidelines is carried out effectively and measure progress and impact in order to make effective decisions about the implementation of the guidelines. This will involve the collection of data, analysis and reporting, and recommending key actions for improvement.

4.2

Monitoring and Evaluation will be conducted at all levels, from the School, Ward, District, and Region to the National level. The stakeholders for monitoring and evaluation will be those assigned this responsibility in accordance with the laws, regulations, and guidelines at the respective levels.

4.2.1 National

The national-level stakeholders for monitoring and evaluation are all Sector Ministries (WyEST, OR-TAMISEMI, the Ministry of Health, the Ministry of Community Development, Gender, Women and Special Groups, the Ministry of Finance, and the Ministry of Home Affairs). Monitoring and Evaluation will be conducted once a year.

4.2.2 , Provincial Level

Monitoring and evaluation at this level will be conducted by the Regional Education Officer and will take place twice a year.

4.2.3 District/Council Level

At this level, monitoring and evaluation will be conducted by the District Education Officer (Primary and Secondary) every quarter.

4.2.4 Ward

Monitoring and evaluation at this level will be conducted by the District Education Officer (Primary and Secondary) every quarter.28xml-ph-0000@deepl.internal Level: School Monitoring and evaluation at this level will be conducted by the District Education Officer (Primary and Secondary) every month.

4.2.5 School Level

At the school level, monitoring and evaluation will be conducted by the Principal every day.

Monitoring and evaluation reports will be submitted by each level conducting the monitoring to the higher level, using the existing system and in accordance with existing procedures and regulations.

Chapter Five

Mobilization of Program Implementation Resources

The implementation of the Guidance for the Reintegration of Students Who Dropped Out for Various Reasons requires diverse resources, including personnel, funds, materials, and technology. The mobilization of these resources will support the effective implementation of the guidance.

Various sources will be involved in contributing to the availability of the necessary resources, including the following:

5.2.1 Government Budget

This program will be coordinated and funded through the regular budgetary process of the sectoral ministries, in accordance with their previously defined responsibilities.

5.2.2. Contribution from Development Stakeholders

Resources from development partners can be used to finance the entire program or part of the program as specific projects aimed at helping students who have dropped out of school for various reasons to return to school and complete their education cycle.

5.2.3 Private Sector Contribution

Private sector contributions can be provided in the form of service delivery, equipment, campaigns and advocacy, infrastructure development, and policy and guideline advocacy. These stakeholders involve private sector groups, including institutions

financial institutions (banks), various companies, civil society organizations, and various communities including religious and social institutions.

5.2.4 Community and Parental Involvement and Support

The Implementation Plan for the Guidance on Reintegrating Students Who Have Dropped Out for Various Reasons is a cross-cutting issue, so community involvement is essential to the successful implementation of the plan. Community contribution includes the protection and safety of the school and students, counseling and mentoring, advocacy, infrastructure construction materials, and childcare for children born to students so their mothers can continue their studies.

5.3

To successfully implement this Guide, various resource mobilization strategies are essential. The following strategies will be used in resource mobilization:

5.3.1 Campaign

Campaigns are one of the methods that will be used to mobilize resources, which will be conducted through various meetings at the regional, district, and sub-district levels; parent-teacher meetings at the school level, the media, and social networks to mobilize the community to contribute resources that will support the implementation of this initiative.

5.3.2 Funding

To mobilize resources for the implementation of this plan, various project documents will be prepared by Civil Society Organizations (CSOs) and the Ministries involved in the implementation. These projects are dependent on securing resources from development partners, the private sector, and business people at all levels, as well as charitable contributions from the community.

5.3.3 , Government budgets

Sector ministries and local governments will continue to implement this program using existing resources in the annual budget plans and other resources coordinated through development partners. The identification of costs of

The implementation of this program will take place annually based on the number of students to be served in the respective council.

5.3.4 and Community Engagement

In the implementation of this program, the community will continue to be mobilized to participate in solving the challenges that cause students to drop out of school and to help them return to school. Various methods will be used to mobilize the community, including community meetings, the media, fundraisers, and notices on bulletin boards.

5.4

Human resources are essential in the implementation of government programs. In the implementation of this program, human resources available within the government system, private institutions, and the community will be utilized according to the division of responsibilities. Government officials in various departments of ministries, schools, local governments, and public institutions, civil society organizations, faith-based community institutions, and development partners will be utilized to carry out the responsibilities related to the implementation of this plan.

Chapter Six: Control

of -Related Risks

6.1 Introduction

Risks are a hazard or the probability of an event occurring that could hinder or affect the process of achieving the set objectives. Risks can be measured by the impact on the objective in question and the probability of a specific event occurring.

Risk management is the process of identifying, assessing, and managing risks in the implementation of a plan to minimize adverse impacts and maximize opportunities for success. Risks can affect the effectiveness, objectives, safety, and outcomes of implementing a program to re-enroll students who have dropped out of school. Therefore, risk management is an essential part of daily coordination across various aspects of this program's implementation. In implementing a program to re-engage students who have dropped out, risks can emerge in various areas, including legal, institutional, social, or economic.

6.1.1 The Importance of Risk Management

The risk management plan has been prepared in accordance with various risk management and governance guidelines, including Treasury Circular No. 12 of 2013 on implementing risk management systems in Public Sector Organizations (PSOs). This plan outlines the identified and potential risks, along with **the corresponding mitigation measures**. It also presents a comprehensive assessment of the risks that could affect the implementation of the Government's plan to return students to school and impact its ability to effectively deliver the planned outcomes.

6.1.2 Risk Identification

The identification of the risks to the implementation of this program and how to manage and control them was conducted by referencing various reports and the opinions of stakeholders implementing the back-to-school initiative for students who dropped out for various reasons.

Furthermore, five risks were identified, which are: moral decay, a low number of students returning to school, the lack of sustainability of the student re-enrollment program, students who became pregnant and were later re-enrolled becoming pregnant again, and sexual violence against returning students from parents/guardians and the community.

6.1.3 Things to Do in Managing and Controlling Risk Factors

An indicator analysis was conducted to determine the likelihood of occurrence for the relevant indicators, the severity of each risk, and how to manage the probability of occurrence, as well as to identify new potential risks. This plan has identified the stakeholders who will be involved in the implementation of risk management and control. At the school level, monitoring will be conducted daily through existing systems; at the sub-county level, weekly; at the district level, quarterly; province every quarter, and at the ministry level every six months. The agenda for returning students to school will be discussed in meetings at all levels (school, ward, district, province, and national). This agenda will include conducting reviews of the implementation of risk management and control.

In the implementation of the program to re-enroll students who dropped out for various reasons, the implementation framework for the risk management and control program will have various areas as follows:

- i. Identified risks;
- ii. Causes of risk occurrence (root causes);
- iii. Methods for managing and controlling risks;
- iv. Implementing party;
- v. Implementation period; and
- vi. Implementation indicators.

Table No. 2: outlines the implementation structure of the risk management and control plan in various areas.

Table No. 2: Implementation Structure of the Risk Management and Control Plan and Its Areas

No.	Risk Area	Risks	Causes	Control	Implementing Party	Implementation Timeframe	Implementation Indicators
	SOCIAL	Moral decay	i. Parents/guardians being irresponsible in the upbringing of their children; and ii. Negative societal attitudes regarding the reintegration of students who have dropped out of school due to and various other reasons.	i. Educating parents/guardians to fulfill their responsibilities in child-rearing through various platforms including; UWaWa, the Committee for the Protection of Women and Children, committees school committees, social media, and the media to ensure that parents/guardians fulfill their responsibilities. their responsibilities; and ii. Educating the community about the importance and the right to education for all children.	i. WMJJWMM; ii. OR-TAMISEMI (Regions, Districts, Sub-districts, and Villages/Villages; iii. The Gender and Children's Desk in collaboration with AZAKI, and religious organizations; iv. Ministry of Health v. Ministry of Home Affairs; and vi. UWaWa.	January 2024 - December 2026	Mid-year implementation report
		Low student return to school	iii. Low awareness among students, parents/guardians, stakeholders, the community, and students about the program	iii. Educating the community at the sub-county, county, and regional levels about the guidance on returning students to school;	WyEST, OR-TAMISEMI in collaboration with stakeholders, UWaWa	January 2024 to December, 2026.	Mid-year implementation reports

No.	Risk Area	Risk Factors	Causes	Control	Implementing Party	Implementation Timeframe	Implementation Indicators
			returning students to school; iv. Poor cooperation from Parents/guardians; v. Long distance to school; vi. Lack of food and nutrition services at school; vii. Poor economic conditions; viii. Parents and guardians inadequate parenting; ix. Students not being ready to return to school due to and a poor understanding of life skills; x. Failure to return to school due to a lack of a child's caregiver; and xi. Unfriendly school infrastructure.	iv. Education for students, parents/guardians, and the community about an alternative system for returning students to school; and v. Poor collaboration from Parents/guardians.			

And.	Risk Area	Risk Factors	Causes	Control	Implementing Party	Implementation Period	Implementation Indicators
		Students who became pregnant and were later readmitted to school to become pregnant again	i. Difficult living conditions; ii. Young people's limited understanding of life skills; and iii. Gender-based violence.	i. Providing positive parenting education in the community; ii. To provide life skills and entrepreneurship education to out-of-school and in-school girls and boys; and iii. To educate and motivate the community about an alternative education system.	i. WMJJWMM ii. Ministry of Health; iii. AZAKI; iv. Development Partners; WyEST; v. OR-TAMISEMI (Regional, District, Ward, and School Level); and vi. Ministry of Home Affairs	January 2024 to December 2026	Mid-year implementation reports
		Violence and abuse by parents/guardians, the community, and students against students returning to school.	i. Low awareness among parents/guardians and the community about the student reintegration program; and ii. Negative community attitudes towards the reintegration of pregnant students into school.	i. Provide psychological and social support for students/parents/guardians/teachers and the community; and ii. To educate the community on the importance of education.	i. WMJJWMM; ii. WyEST; iii. OR-TAMISEMI (Regional, District, Ward, and school levels); iv. Ministry of Health; v. Ministry of Home Affairs; vi. UWaWa; and vii. Civil Society.	January 2024 to December 2026	Half-year implementation reports

No.	Risk Area	Risk Factors	Causes	Control	Implementing Party	Implementation Timeframe	Implementation Indicators
	LAW	The plan to return students to school lacks sustainability	Lack of a provision concerning the return of students to school in existing laws including; the Education Act 1978, the Children and Families Act 2009 (RE 2019) Act Marriage Act 1971	To amend the Education Act, the Marriage Act, and the Children Act	Ministry of Constitution and Law	January to December, 2024	Laws and regulations amended with a provision concerning the reintegration of students who dropped out of school for various reasons

6.3 Rankings of Risk Factors

All identified risk factors have been assigned scores using a five-point scale for impact, which measures the magnitude of the risk factor and its likelihood of occurrence, as seen in Table No. 2.

Table No. 3: *Risk Levels*

Measurement	Results (M)	Meaning	Likelihood of Occurrence (LO)
5	Extremely High (E)	Extreme risk	Very High (VH)
4	Large (L)	High risk	Large (L)
3	Average (A)	Some risk	Average(W)
2	Small (M)	Low risk	Small(M)
1	Very Small (MS)	No danger	Very Small (VS)

The overall risk status is determined by multiplying the Severity and Probability ($S \times P$), where each risk is assigned a specific number and color based on the severity and probability as described in Table 3.

Table 4: Risk Status, Color, and Actions to Take

Risk (Consequence × Likelihood)	Risk Factor Status	Color	Meaning of colors	Actions to take
15 - 25	Risk level Very high		Very high concern	Very high priority. Take immediate action and conduct regular follow- up.
10 - 14	High risk		High Concern	High priority. Take prompt action and follow up at least three times a year.
5 - 9	Medium risk		Normal Concern	Improvement needed. Monitor and refer twice a year.
0 - 4	Minimal risk		Minimal Concern	Perform routine monitoring.

Table No. 5. Risk No. 1: Erosion of Ethics

Inherent Risk Analysis						
Risk	Conclusio n (M)	Very high (5)	High (4)	Average (3)	Small (2)	Very small (1)
	Likelihood (L)	Very large (5)	Large (4)	Average (3)	Small (2)	Very low (1)
Natural hazard level			4 × 4 = 16			

Existing methods for managing and controlling risk:	Existing weaknesses in addressing the risk:
i. The existence of a committee for the protection of women and children; ii. Guidelines for Training Parents and Guardians on Child-rearing Responsibilities; iii. Parent and guardian groups; iv. Training on the responsibilities of parents and guardians in child rearing.	i. Parental irresponsibility in the upbringing of their children; ii. Negative societal attitudes regarding the re-enrollment of students who dropped out of school due to reasons various.

Residual Risk analysis						
Risk	Results (M)	Major very (5)	Large (4)	Average (3)	Small (2)	Small very (2)
	Probability of occurrence (U)	Very large (5)	High (4)	Average (3)	Small (2)	Very small (2)
Risk level				$4 \times 3 = 12$		

Steps to Take to Control and Manage Risk:	
i. Educating parents/guardians to fulfill their responsibilities in child-rearing through various platforms including UWaWa, the Committee for the Protection of Women and Children, school committees, social media, and the media to ensure that parents/guardians fulfill their duties; and ii. Educating the community about the importance and right to education for their children.	Resources required: i. Funds ii. Human resources iii. Materials

Table No. 6: Risk No. 2: Low number of students returning to school

Inherent Risk Analysis						
Inherent risk (risk)	Outcome (O)	Very High (5)	High (4)	Moderate (3)	Small (2)	Very small (1)
	Likelihood (U)	Very large (5)	Large (4)	Medium (3)	Small (2)	Very small (1)
Risk level		$5 \times 5 = 25$				

Steps taken in Managing and controlling risks:	Existing weakness:
i. The existence of Education Circular No. 2 of 2021 and the 2022 Guidelines for re-enrolling students who dropped out for various reasons; ii. Returning students to school using an alternative education system; iii. The presence of AZAKI, including KTO, CAMFED, and TEN/MET providing interventions to re-enroll students who are at risk of dropping out and those who have dropped out for various reasons	i. Insufficient understanding among students, parents/guardians, stakeholders, the community, and students about the student re-enrollment guidance; ii. Poor collaboration from parents/guardians; iii. Long distance to school iv. Lack of food and nutrition services at school; v. Poor household economic status; vi. Parents and guardians being irresponsible in their parenting; vii. Students being unprepared to return to school due to a poor understanding of life skills; and viii. Some students are unable to return to school due to a lack of childcare.

Analysis of the residual risk factor						
Risk Factor	Outcome (O)	Major very (5)	Major (4)	Average (3)	Small (2)	Small very (2)
	Probability of occurrence (P)	Very large (5)	High (4)	Average (3)	Small (2)	Very low (2)
Risk level		4 × 4 = 16				

Steps to control and manage risk:	Resources required:
i. Amending the Education Act, the Marriage Act, and the Child Act by introducing a provision to re-enroll students who have dropped out of school , for the following reasons various.	i. Human resources, funds, and materials

Measures to control and manage risk:	Resources required:
ii. Education for students, parents/guardians, and the community about an alternative system for returning students to school.	

Table No. 7: Risk No. 3: Students who became pregnant and were later returned to school to become pregnant again

Inherent Risk Analysis						
Inherent Risk	Outcome (O)	Very High (5)	High (4)	Average (3)	Small (2)	Very small (1)
	Likelihood of occurrence	Very large (5)	Large (4)	Average (3)	Small (2)	Very low (1)
Risk level				$3 \times 3 = 9$		

Current steps to address challenge	Existing weakness:
i. The Ministry of Education has approved a guidance and counseling manual that is used in all secondary schools in Tanzania, and teachers have been trained in counseling; ii. The Ministry of Education, Science and Technology and the Ministry of Community Development, Gender, Women and Special Groups, in collaboration with NGOs, provide life skills and entrepreneurship education to out-of-school and in-school girls and boys, and	i. Difficult living conditions; and ii. Young people's limited understanding of life skills.

Existing measures to address the challenges	Existing weaknesses:
iii. The Ministry of Education, in collaboration with NGOs, to return children to school through alternative systems, for example: the Adult Education Institute, CAMFED Tanzania, and the Karibu Tanzania Organization (KTO) through community development colleges where interventions have been implemented in 54 colleges nationwide.	

Residual Risk Analysis						
Inherent Risk	Results	Very High (5)	High (4)	Average (3)	Small (2)	Very small (2)
	Likelihood of occurrence	Very large (5)	Large (4)	Average (3)	Small (2)	Very low (2)
Risk level					$2 \times 2 = 4$	

Steps to control and manage risk:	Resources required:
i. To provide positive parenting education in the community for girls and boys who are in and out of school; and ii. Providing life skills and entrepreneurship education to girls and boys, both in and out of school iii. Returning children to school through an alternative system.	Financial, human, and material resources.

Table No. 8: Risk No. 4: Violence and abuse towards students returning to school from parents, guardians, community, and fellow students

Inherent Risk Analysis						
Risk Inherent.	Results (M)	High very (5)	Large (4)	Average (3)	Small (2)	Small very (1)
	Probability of occurrence (U)	Very large (5)	High (4)	Average (3)	Small (2)	Very small (1)
Risk level			$4 \times 4 = 16$			

Control and management measures risk:	Resources required:
i. The existence of laws and regulations that protect the child; ii. The existence of various guidelines, including the guide on the duties of parents and guardians in the upbringing of their children, the Child Advocacy and Protection Guide; and iii. The existence of a Child Protection Committee, clubs, and children's councils.	i. Lack of a section concerning to return students to school under existing laws, including the Education Act 1978, the Children and Family Act 2009 (RE2019), and the Marriage Act 1971.

Residual Risk Analysis						
Residual Risk	Outcome (M)	Very High (5)	High (4)	Average (3)	Small (2)	Very small (2)
	Possibility of occurrence (U)	Very large (5)	Large (4)	Average (3)	Small (2)	Very small (2)
Risk level			$4 \times 4 = 16$			

Steps to control and manage risk:	Resources required:
i. Provide psychological and social support; for students/parents/guardians/teachers and the community; and ii. Provide and education to and the community about the importance of education.	Human resources, finances, and materials.

Table No. 9: Risk No. 5: The plan to return students to school lacks sustainability

Residual Risk Analysis						
Inherent Risk	Outcome (O)	Very high (5)	High (4)	Average (3)	Small (2)	Very small (1)
	Likelihood of occurrence (U)	Very large (5)	Large (4)	Average (3)	Small (2)	Very small (1)
Risk level		$4 \times 4 = 16$				

Available methods for managing and controlling risk:	Current weakness:
i. The existence of Education Document No. Education Document No. 2 of 2021 and the 2022 Guidelines for the Reintegration of Students Who Dropped Out of School for Various Reasons; and ii. Reintegrating children into school through an alternative system.	i. Lack of a component addressing the reintegration of students into school in the existing Laws including; Education Act 1978, The Child Act and 21 2009 (RE2019) The Marriage Act 1971.

Residual Risk Analysis						
Risk	Results (M)	Very High (5)	High (4)	Average (3)	Small (2)	Very small (2)
	Likelihood (L)	Very large (5)	Large (4)	Average (3)	Small (2)	Very low (2)
Risk level			$4 \times 4 = 16$			

Step of control and risk management:	Resources required:
i. Amending the Education Act, the Marriage Act, and the Child Act to include a provision for re-enrolling students who have dropped out of school for various reasons.	Human resources, finances, and equipment

Appendix 1: *Risk indicators, causes, and strategies for addressing them*

Warning signs	Causes	Response strategies with them
Retail theft	i. Poverty ii. School distance iii. Crowded classrooms iv. Infrastructure that is not conducive to learning v. Lack of water and toilets vi. Child labor vii. Lack of robust child protection and safety systems viii. Violence against children ix. Household chores x. Failure to recognize the importance of education by parents/guardians and not fulfilling their responsibilities	i. Providing essential needs for children from poor families by involving various stakeholders ii. Building new schools to reduce distance iii. Improving school boarding services iv. Improving health, hygiene, and menstrual hygiene in schools v. Inclusive learning environments vi. Strengthening the implementation of the child policy vii. Improving access to nutrition in schools viii. Strengthening sports in schools ix. Providing education to students and the community about the importance of education x. Establish incentive systems such as gifts or awards for students who perform well to motivate students to continue their studies.

Warning signs	Risk Factors	Response strategies I also
Poor achievement	i. Lack of an inclusive learning and teaching environment ii. Illness iii. Gender imbalance iv. Lack of motivation v. Lack of early identification of children with special learning needs vi. Weak reproductive health programs	i. Strengthening teachers' capacity on gender equality in teaching and learning ii. Building teachers' capacity to identify children with special educational needs. iii. Strengthening teachers' capacity on child protection iv. Establishing counseling service desks v. Strengthening reproductive health programs vi. Improving school infrastructure,
Academically risky behaviors and attitudes	i. Peer groups ii. Child abuse iii. Female genital cutting and initiation ceremonies iv. Chronic diseases v. Lack of self-confidence vi. Poor participation and isolation	i. Advice and counseling ii. Establishing clubs to educate about the dangers of violence and female genital mutilation in schools iii. Transportation for teachers and parents iv. Receipt of confidential information v. Strengthening the implementation of existing safety and security guidelines inside and outside of schools, including UWaWa, MTAKUWWA, Children's desks, etc.

Risk indicators	Causes	Response strategies and so on
		vi. Strengthening the implementation of public service guidelines for teachers vii. Establish a system to monitor student progress through sessions and meetings with parents viii. Encouraging parental involvement
Frequent school transfers	i. Pastoralist communities ii. Parent relocation iii. Natural disasters	i. Establishing and/or strengthening satellite schools ii. Promoting the construction of hostels
Health deterioration	i. Disability ii. Parental neglect iii. Chronic diseases iv. Pregnancy	i. Early detection of indicators ii. Availability of medical services.