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**FAWE is grateful to Dr Herbert Makoye for his
assistance in the documentation of this best practice**

Preface

Various interventions have been undertaken to try to address the gender gaps in the education sector. Significant achievements have been scored through these initiatives towards improving girls' access, retention and performance. However, the gender disparities are still wide. It is clear however, that unless quicker and strategic action is taken to address these gaps, the Education for All goals is unlikely to be achieved.

One strategy that is being proposed is to take successful interventions to scale in order to ensure that a higher number of girls are reached. This has so far not been adequately undertaken. As a first step towards scaling up best practices, it is necessary to identify and document the most successful interventions in a way that can be taken up by education policy makers and other stakeholders.

One of FAWE's strategic objectives is to influence replication and mainstreaming of best practices. FAWE has undertaken to document its best practices with the aim of disseminating them to education policy makers and influencing mainstreaming of these interventions into education plans and programmes. FAWE, with its partners, will be holding a Ministerial Consultation in June 2004.

This booklet summarizes the experience of Tanzania in empowering girls through the Tuseme "Speak Out" programme which empowers girls to identify the problems affecting their education, speak out about them as well as identify specific actions to help solve these problems. Tuseme has proved to be a successful model that has led to improved academic performance of girls as well as improved participation of girls in all aspects of their education and social development.

FAWE hopes that this experience will inspire the replication of this best practice far and wide in sub Saharan Africa to the benefit of the continent.

Penina Mlama
Executive Director

Introduction

The Situation Of Girls' Education In Sub Saharan Africa

At the Education For All World Conference held in Dakar in the year 2000, governments re-committed themselves to the goals of Education for All. In particular attention was directed towards bridging the gender gap in education as what reflected in the Dakar Framework for action which states aims at eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015. Its focus is on ensuring girls' full and equal access to and achievement in basic education of good quality. Sub-Saharan Africa is lagging behind the rest of the world in terms of education provision with the majority of out of school children being girls. The UNESCO EFA Global Monitoring Report (2003), for example, reveals that there is still wide gender gap.

Out of the 104 million out-of-school children, 57% are girls. In addition, girls drop out more and perform poorly than boys. This is due to many reasons ranging from economic to cultural practices. For example, cultural practices and rites of passages that are linking with the construction of attitudes towards gender and sexuality of young boys and girls are common in most Sub-Saharan countries. In most cases, the above "result in restrictions being placed particularly on the freedom of girls to enjoy their right of education" (UNESCO 2003:125). The attitudes towards son preference, girls domestic work, pregnancies, sexual taboos, HIV/ AIDS, armed conflicts, gender insensitive teachers, non-gender responsive school environment, the rural-urban divide contribute immensely to poor state of girls' education especially in Sub-Saharan Africa (UNESCO 2003:115-153).

The above scenario has called for various interventions from different stakeholders. However, FAWE believes that unless girls are empowered enough to participate effectively in education and development, nothing will be achieved when it comes to the gender gap in education in Sub-Saharan Africa. For, "Experience has shown that girls who face numerous obstacles in their development towards academic and social achievement can be facilitated to understand better those obstacles, identify solutions to solve them and harness existing resources and strengths for viable interventions" (FAWE 2002:2).

Therefore, one of the practices that FAWE has adopted and advocate for towards that end is the TUSEME "Speak Out" girls' empowerment process This process was initiated in Tanzania by the Department of Fine and Performing Arts, University of Dar es Salaam in 1996.

This process has been carried out in several countries with FAWE Chapters including Tanzania, Ethiopia, The Gambia, Kenya, Namibia, Senegal and Rwanda. This has proven to provide a useful process for girls' empowerment. In this study, however, the experiences from Tanzania will be used as a case study.

About The TUSEME Project

TUSEME ("Let us speak out") is a project that was established by the Department of Fine and Performing Arts (DFPA), University of Dar es Salaam in 1996. The project came as the result of the concerns amongst educationalists, parents and other social groups in Tanzania who saw that the academic performance of girls in secondary schools was less than satisfactory. Moreover, researches that have been conducted to unfold reasons behind the poor academic performance of girls and their remedies did not consider and/or contain girls' voices. Thus, TUSEME project was established in order to give a voice or a platform to girls especially to the matters that affect their academic and social development. In order to realize its objectives, the TUSEME project chose seven secondary schools where the project would be implemented - "Five out of the seven secondary schools are for girls only and they are boarding schools. The two remaining schools, apart from being mixed (boys and girls), have both boarding and day students. In both schools, girls are day scholars." (DFPA 1999:4) To date the project boasts of more than twenty schools actively involved in the project.

The Broad Objective of TUSEME

To empower girls to understand and overcome problems that hinder their academic and social development, give the girls a voice to speak out and express their identified problems, find solutions and take initiatives to solve the problems.

Specific Objectives Of Tuseme

1. To enable the girls to say what they see as factors leading to the following problems:
 - School dropouts
 - Poor academic achievement
 - School girl pregnancy
 - Sexual harassment
 - Any other gender related problem as identified by the girls themselves.
2. To find ways through which the girls themselves can actively participate in the process of solving the above problems

In the year 1999 the TUSEME project was officially adopted by the Ministry of Education and Culture in Tanzania as one of its many projects. The University of Dar es Salaam, however, remained with the roles of coordination and implementation of the project. The Swedish International Development Agency (Sida) is the main source of funds for the TUSEME project. However, since its inception, the project has continuously been receiving support from the University of Dar es Salaam and FAWE (Forum for African Women Educationalists).

PROCESS FOR IMPLEMENTATION

- a) Training of Facilitators: The process of implementation starts with the training of facilitators.
- b) Training of Teachers: After the facilitators have been trained, the facilitators train teachers in the schools.
- c) Selection of the schools: After the training of both the facilitators and the teachers, the TUSEME Coordinating Committee at the University of Dar es Salaam Department of Fine and Performing Arts normally selects schools where the sensitisation workshop using TUSEME process will be conducted. Then the Department writes a letter to the Ministry of Education and Culture seeking permission to conduct the workshop at a particular school. Once the permission is obtained, the project coordinator in consultation with the TUSEME Coordinating Committee, select the facilitators for the workshop. This is followed by a preliminary discussion between the TUSEME coordinator and the school authority of the intention to carry out the sensitisation workshop. The discussion normally includes the objectives of the workshop, how the school is going to make sure that all the stakeholders are informed and involved in the workshop and setting of the dates for the workshop. This assures that both the school administration that the ministry are aware and have given the go ahead for the workshop to take place.
- d) Tuseme workshops: The next step is for the facilitators to go to the school to conduct the workshop. The whole school community, that is, students, teachers and their families (for those who live with their families in school compounds), and community around the school are all involved in the sensitisation workshop at different stages. Normally the workshops take about three to seven days depending on different factors like the population of the school community.

The sensitisation workshops use the TUSEME process; the process, which uses the theatre for development approach. This approach has the advantage of making sure that as many stakeholders as possible are involved as central participants in the process. As a result, the TUSEME process always guarantees democratic and active participation of all the stakeholders at the school. Members of the community, in this case - school girls/students, research into what they consider to be their problems, analyse the root causes of the identified problems, put their ideas of the analysis into a theatre performance where themselves are the performers. The performance is followed by a post-performance discussion through which the community come up with viable solutions. Out the discussion, a plan of action is drawn up for the implementation of the decisions reached. This is followed by the establishment of the Girls Support Clubs, which would monitor empowerment activities at the schools and act as a mobilizing agent. The process also provides life skills through out its implementation that empower girls at the individual level. For example, it provides skills for speaking out, assertiveness, leadership, decision-making and so on. Local facilitation of TUSEME in each school is carried out by two teachers who are nominated by the head of the school and receive special training on theatre for development as well as other skills in gender and democracy pertinent for them to carry out their tasks effectively and efficiently.

It is important to note that TUSEME is a school project and the entire school community (teachers, workers, and students) participates in its activities at different stages. However, form two students are the focus group and the monitors follow the progress of this group until when they finish form four.

No.	Process	Activities	Expectation
1.	Preliminaries	Facilitators discuss with the school authority about the intention to carry out a TUSEME process	The school authority and community are ready for the process
2.	Familiarization	Facilitators inform the school community about the intention and dates Facilitators introduce Tuseme to the relevant authorities in order to familiarize with: - the social set-up of the school community - major groups	To better understand the working environment To get preliminary information on the

that constitute the school community, relationship with the neighbourhood etc. -
 - the physical set up of the school, boundaries, library facilities, sports grounds, etc and to determine whether they adequate or not.
 - the academic performance of the school in general and the cohort group in particular§

subject matter

Employ the use of creative dramatics to create rapport and a conducive working atmosphere.

Divide participants into small research teams and assign them to interview a certain number of community members about issues related to the goals and objectives of TUSEME (strengths and constraints)

Ask the teams to submit their findings in writing

Data analysis process is undertaken as follow:

- List all the findings,
- Cluster/group the findings; leave out the findings/ issues that are not related to the topic.
- Verify the authenticity of the findings.
- Prioritize the findings in the order of urgency
- Classify the findings according to their similarities and differences (clustering and collapsing)
- Find out root causes of the findings
- Find possible solutions to problems

To get information on the issues of concern that impede social and academic development of girls

To get deeper understanding of the issues

To acquire skills in analyzing issues
 To better understand the community's potential in solving some of the issues

3 Data collection

5 Data analysis

6	Theatre creation	<ul style="list-style-type: none"> ● Identify responsible people or parties to help solve different problems. <p>Discuss in groups which issues from the data analysis you want to include in your performance</p> <p>Select forms of arts, which you are competent and comfortable to use.</p> <p>Create your performance in a way that it can provoke discussion</p> <p>Prepare a joker (one who leads the post-performance discussion).</p> <p>Organize the performances for the stage presentation.</p> <p>Ensure that costumes, props and scenery are designed and available.</p>	Participation of all cohort members
7	Performance	<p>Discuss with the participants and the school administration about the possible day and time to do the performance</p> <p>Make sure that the entire community is invited to the performance</p>	Participation of the entire community members in the performance
8	Post-performance discussion	<p>Make sure the joker involves all stakeholders in the discussion</p> <p>The joker should avoid answering but challenging the audience to answer the questions</p> <p>The joker should make sure that all issues are discussed thoroughly.</p>	
9.	Action Plan	<p>Carry out this exercise either immediately after the performance or the following day.</p> <p>Action plan usually involves the TUSEME cohort group although it is also possible to do it with the entire school community.</p>	

Whatever the case, the action plan should be endorsed by the school administration for it to be effected.

The exercise is done on a chart which indicates the following:

- Problem
- Root causes
- Solution
- Activities
- Time frame
- Responsible person/part
- Resource/ budget
- Indicators

10. Creation of Clubs

Tuseme clubs are formed in the school
Elections are held for office bearers

e) Formation of Tuseme Clubs

Tuseme Clubs

TUSEME clubs are a functioning student-based management system in the schools. They are established in order to encourage students to speak out as a way of empowering them. They provide a forum for students to discuss their academic and social problems critically. They are in fact the pillars of the existence and development of TUSEME activities in the schools.

Functions Of Tuseme Clubs

The following are the main functions of the TUSEME clubs:

- Helping each other in academic matters through group discussions, debates, individual consultations and sharing learning materials.
- Linking students (TUSEME Club members) with teachers and the school administration.
- Discipline reinforcing amongst club members.
- Speaking out about day-to-day problems arising in their schools.
- Providing Peer supporting, guidance and counselling
- Having access to role models
- Sharing experiences with students from other schools.
- Producing material for use in the TUSEME Newsletter and other youth magazines.
- Designing annual action plan at the school level
- Using Theatre for development as a tool for research, empowerment and participatory planning.
- Development of leadership qualities among TUSEME students

TUSEME NEWSLETTER

All TUSEME Club members were urged to contribute articles, cartoons, plays, poems even stories for the Newsletter. Many articles are received from all schools and were presented to the Executive Editorial Board in Dar es Salaam. These are read, edited and the best representing all the schools are published. FAWE supported the printing of some Tuseme newsletters.

TUSEME FESTIVAL

This annual forum brings together representatives from all the schools that have TUSEME activities. Normally each school brings 15 students and 2 teachers who meet to share experiences, ideas and skills. The festival normally attracts also teachers, parents, children as well as students from non-TUSEME schools who come to listen, watch and participate in some of the activities that allow them to do so. To date, seven Annual Festivals have been held. Different types of activities that take place during the festival. These include theatre performances, workshops, exhibitions, tuition, discussions with role models, study tours and awards.

Theatre performances

Schools are free to bring performances that use different theatre forms of their choices. These performances are supposed to discuss some of the issues that came out of TUSEME process in order to share with others.

Workshops

Apart from the theatre performances, festival participants get an opportunity of attending a variety of workshops that are run during the festival. These are on dance, drama, poetic drama, music, creative writing, communication and life skills.

Gender materials exhibition

Normally each club brings materials on gender for exhibition. Each school is given boards to mount their materials. Then participants are given time to discuss various gender issues reflected in the exhibition.

Tuition

During the week-long festival, participants are also provided with tuition sessions whereby they are taught different subjects. Normally the participants are encouraged to choose the topics from the syllabus that they would like to be taught.

Excursion tours

Excursion tours also arranged for the festival participants to see and experiences different things. For example, during the 2003 festival, they toured the Faculty of Aquatic Sciences and Marine Technology Engineering - University of Dar Es Salaam, University College of Lands and Architectural Studies, Institute of Journalism and Mass Communication, and the Tanzania National Museum. The purpose is to inspire and motivate students to work hard and to learn new things.

Sharing Experiences

During the festival specific time is also allocated for sharing of experiences whereby each school is given space to present its experience in running TUSEME activities in its school. Normally each presentation is followed by discussion.

Role Models

The participants also get an opportunity to meet a few individuals, especially successful career women. These are often requested to share their experiences with the students in order to inspire and motivate students to work hard.

Awards

This is done to honour and motivate various personalities and clubs for their performances. Areas selected for awards include; Best Academic Club, Best Disciplined Club, Best Gender Exhibition Club, Best Performer 1 - 3, Best Academic Student (per club)...

Production of T/shirts and Caps

These are produce for the purposes of publicising the Festival and are worn by all students and teachers during the Annual Festival.

Tuseme Video Cassettes.

During the TUSEME festival, there is video coverage and photography of all the events for educational and archival purposes. After editing the cassettes are distributed free of charge to TUSEME and non-TUSEME schools.

STRUCTURES OF TUSEME

At the national level, TUSEME is run jointly between the Ministry of Education and Culture and the University of Dar Es Salaam through its Department of Fine and Performing Arts. The head of the Department of Fine and Performing

Arts is the overall in charge of the project. Under the head of department there is a project coordinator and TUSEME administrator who are member of staff in the department. The above are part of the ten people who make the TUSEME planning and coordinating committee. This committee consists of people from different stakeholders, like FPA staff, facilitators and an official from the directorate of Culture Development who represents the ministry.

At the School Level the following structures are in place

The head of the school

These school heads are matrons and patrons of TUSEME.

Responsibilities of the Matrons and Patrons:

- To receive, evaluate and endorse TUSEME annual plan of activities.
- To receive and evaluate TUSEME terminal and annual reports.
- To closely supervise and ensure effective implementation of planned TUSEME activities.

TUSEME Teachers

These two teachers oversee the implementation of TUSEME activities in the school.

Responsibilities of TUSEME Teachers:

- To advise TUSEME students' leadership on the implementation of TUSEME activities
- To monitor the implementation of TUSEME activities.
- To build an enabling environment for the implementation of TUSEME activities in school in tune with the plan of action.
- To prepare TUSEME terminal and annual reports.
- To make follow-ups of facilitators' activities while in school.

Students

The Tuseme Club is led by students.

a) TUSEME club secretariat:

The secretariat comprises the Chairperson, secretary, treasurer, chief editor, four representatives, TUSEME teachers.

b) Editorial board:

This includes the Chief Editor and Sub editors (for cartoons, narratives and poetry)

Tenure:

TUSEME leadership tenure lasts for one year, except for the TUSEME teachers whose tenure shall be terminated if she or he fails to adhere to the vision and

mission of TUSEME. The Tuseme Teacher is appointed by the Head of School.

Responsibilities within the Tuseme Clubs:

Chairperson:

- Calls and chairs all club meetings
- Monitors the implementation of day-to-day TUSEME activities and liaises with the school administration.

Secretary:

- Takes minutes of all meetings,
- Keeps records of TUSEME club activities
- Coordinates TUSEME club activities.

Treasurer:

- Keeps financial records of the TUSEME club
- Liaises with the secretary and design income generating activities

Chief Editor:

- Coordinates activities of TUSEME editorial board
- Mobilizes members to prepare materials for the TUSEME newsletter
- Approves and edit materials for publication.

Sub Editors:

- Assist the chief editor in mobilizing members to prepare materials
- Collect and edit materials for publication.

TUSEME representatives (Chairpersons of the sub-clubs):

- They actively participate in all secretariat meetings and give feedback to their respective group members.

TUSEME club members:

- Participate in all club activities and assist the leadership in achieving the set goals.

Eligibility:

The following are the criteria for one to be elected in the above TUSEME leadership positions:

- A TUSEME cohort class member.
- Proactive in academics
- Assertive person
- Disciplined person
- Confident person
- Accepted by the majority

Study Groups

A study group is a group of learners exchanging and sharing ideas, opinions and experiences on a given topic or problem.

Aims Of Tuseme Study Groups

- ❑ Building self-confidence by encouraging expression of views in a receptive setting.
- ❑ Teaching acceptance of differences and respect for the views of others.
- ❑ Teaching positive attitudes and values
- ❑ Exploring topics of interest to the whole group.
- ❑ Involvement of learners in setting new goals and directions for the group.
- ❑ Encouraging the sharing of ideas and experiences.

HUMAN RESOURCES

The TUSEME process like many other process in improving girls' education and their social life needs specialized and committed implementers. The University of Dar Es Salaam through the Department of Fine and Performing Arts and the Bagamoyo College of Arts normally provide the resource persons who, among other things, have been in the forefront in training teachers and other local facilitators for TUSEME. There are at least fifty facilitators countrywide who are well versed with the TUSEME process. Some of these are experts in both theatre for development and gender.

Since 1997, some 42 teachers have been trained. The main objective of this training has been to impart skills in democratic school management, artistic and participatory methodology and gender issues. The training also provides an opportunity for teachers to meet and exchange views especially on girls' education situations in their work schools. These teachers the facilitate the running of TUSEME Clubs and activities in their schools.

However, in school students themselves administer TUSEME. Normally each school has a student administration - i.e. a chairperson, vice-chair, secretary, treasurer and editorial board.

In addition, the head of the school is the overall patron of the TUSEME activities.

The University of Dar Es Salaam also provides the administrators for the TUSEME. These are, the coordinator, administrator, accountant and a driver who are university employees working for the TUSEME as part timers. These highly trained individuals are trusted and can manage all the administrative works and the funds. Hence, there has been no single incident of fund mismanagement since the TUSEME started in 1997.

FINANCIAL RESOURCES

The expenses for Tuseme are shared by various partner including the Government of Tanzania (MOEC), the University of Dar Es Salaam, Donor partners and the private sector. The government for example pays for the salaries of the teachers who facilitate TUSEME in secondary schools; the University pays for the salary of the TUSEME administration team in the Department of Fine and Performing Arts; and the private sector pays for some costs like for publicity in televisions, radio and newspapers during the TUSEME festival. Financial resources for the implementation of the TUSEME process at the school level have come from the Swedish International Development [Cooperation] Agency (Sida). Some private sector bodies also give their services at reduced rates eg for accommodation and transport for TUSEME students during the festival. Following is some example of the unit cost for running different TUSEME activities:

COSTS FOR ONE SCHOOL

Activity	Total Cost (Us\$)	Number of Beneficiaries	Unit Cost(Us\$)
Training workshop for teachers	619.4	25	24.7
TUSEME Process workshop per School.	1,450	600	2.5
TUSEME festival	1,943	150	12.9
Newsletters (One issue)	26.4	600	0.0444
TUSEME Club	100	600	0.16

STAKEHOLDERS/PARTNERSHIPS

There is a wide range of stakeholders and partners involved in TUSEME such as students, teachers, head of schools, communities within and without the school surrounds, Donors, University of Dar Es Salaam, Ministry of Education and media.

Students

Students are the ones who are at the centre of the empowerment process as reflected in the objectives of TUSEME. Students also run their own TUSEME clubs in their schools. These clubs have a variety of activities geared towards

improvement of academic and social well being of the students especially girls.

Teachers

Teachers' involvement in the TUSEME process is of paramount importance because of their role in the process of improving students' academic performance and their social well being. TUSEME understands that if not positively involved, teachers can be a hindrance towards achieving its objectives. Hence, the sensitisation and empowering process also is always undertaken with teachers in order to equip them to cope, understand and help the empowered students. Short of that, TUSEME believes, the empowered students could end up being seen as the ones trying to antagonized teachers and the school administration in general.

Heads of Schools

TUSEME process involves heads of schools from the planning stage. These are very important stakeholders in the process because the process is bound to continue and being nurtured only if they understand and accept it as viable process for empowering all students, especially girls. That is because heads of schools in Tanzania have reasonable autonomy, which is provided in the ministry's education policy, to make strategic decisions in their schools:

"All education managers at national, regional, district and institutional levels shall be responsible for the coordination of the planning, provision, management, administration and quality control of formal, informal and non-formal education and training in their areas of jurisdiction" (1995:30).

Therefore, TUSEME process is always aware of the advantage of working closely with head of school. In all the schools where head of schools has taken the process positively, the fruits are clear for everyone to see.

The Community

The Community surrounding the school is an important partner to TUSEME. Since the students comes from these communities, Tuseme has benefited from extensive support from parents and community members in the sensitization process. The Community is usually invited to participate in the theatre performances and give their views about how to solve the problems raised by the students. In that way, support is garnered for girls' education at the grassroots level.

The University

The University of Dar Es Salaam is major partner and donor of the TUSEME. First, it host the TUSEME by providing and paying the administrators for the TUSEME. The coordinator, administrator, accountant and a driver are the university employees who work for the TUSEME as part timers. In addition, the university provides office facilities for the TUSEME activities. Moreover, the TUSEME festival depends on the university facilities for about ninety of its activities like space of performances, workshops, meetings, food and sometimes accommodation.

Donor Partners

Donors and other parnters both international and local have contributed immensely to the success of Tuseme activites. Hence, Tuseme keeps in touch with them through individual meetings, and by inviting them to participate in the various activities of Tuseme such as the Annual Festival. Donor partners are always provided with information on the development of TUSEME through availability of brochures, videos and the biannual Tuseme newsletter.

The Swedish Internationa Development Agency (Sida) for example is one of the major funders of Tuseme. This is becuae the objectives of Tuseme are in line with the mission of Sida "improving the iving conditions of poor peopole" including providing contributions for economis growth, democracy and equality between men and women" (www.sida.se)

Local Partners

The local partners pay for some costs like publicity in television, radio and newspaers durign the TUSEME festival. Some give their services at reduced rates for TUSEME Students. eg transport and accommodation for students.

IMPACT OF TUSEME

TUSEME has been undertaken in 27 schools in Tanzania. However, for the purposes of this documentation, only three schools are taken as case studies to show the impact that TUSEME has had at the school level.

Case Studies

The three schools used as case studies are Bagamoyo, Mgugu and Msalato Girls Secondary Schools. In these schools, the TUSEME process was initiated at different times and already some of the results have become visible.

Mgugu Secondary School

The school is located in Berega village, Kilosa District, Morogoro Region. The school was established as a Centre of Excellence in April 2001. The vision workshop that involved all the school stakeholders was conducted at the school from 7th to 12th May 2001. That was followed by the TUSEME Workshop which took place from 11th to 14th September 2001.

Mgugu is a mixed school; boys are day scholars while girls are boarding schools. Like in other schools, the TUSEME process was conducted at the school in order to empower students in order to improve both academic and social well-being. Two years after the first transformation of the school into the centre of Excellence and introduction of the TUSEME process at the school, there is indication of some improvement in academic performance, and an empowered student community.

Msalato Girls Secondary School

Msalato Secondary School is about 20 minute drive from Dodoma town. It started as Bugiri Girls School in 1927, at Bugiri with 36 students under the leadership of Miss Telles. In 1927, the school moved to Mvumi it remained until 1962, when it was moved to the present location (Msalato) the place where its construction was started in 1959. In 1988 Advance Level Education was introduced with two combinations HGL (History, Geography and Literature) and HGK (History, Geography and Kiswahili). In 1992, the school was selected to be one among the special schools in Tanzania. However, its academic performances continued to remain poor, the reason that attracted stakeholders interested in girls' education to initiate the TUSEME process at the school. The process was conducted from 16th to 26th March 1997. During the process one of the prominent issues that emerged was the poor academic performance. Below is the analysis of the solution that was reached towards solving that problem:

Problem	Root Causes	Solutions	Responsible persons.
Poor academic performances	The government not concerned enough about teachers' welfare Family problems. Lack of teachers. Lack of teaching materials. Bad setting of academic streams.	The government should review the teachers' packages. A committee should be set to look into the following problems and to find lasting solutions (the committee should comprise of the	The committee to be formed. The school administration. Government TUSEME club. Teachers. The Ministry of Education and

Inadequate lights in classrooms.
Teachers over staying at one school.
Lack of cooperation in academic matters between students due to jealousy
Teachers not listening to students especially low learners. This make them feel inferior.

following: teachers, students, members of the school board, leaders of the TUSEME club):
- Inadequacy of teachers.
- Teachers staying at one school for so long.
- To sensitive parents on the importance of girls' education.
- To mobilize fund from religious and non-governmental organizations to help students who cannot afford to pay school fees.

Culture.

TUSEME should make sure the spirit of students helping each other especially in academic matters is instilled and nurtured. Extra non academic works should be halted. Teachers should stop using the languages that discourage low learner students.

Bagamoyo Secondary School

Bagamoyo Secondary School is located at Bagamoyo historical town. Its' construction started in 1972 through a donation from the Swedish International Development Agency (Sida). The school was officially opened in 1973.

When the school was officially opened in 1973, it enrolled only male students - all were boarders. A year later, it started to enrol female students who were registered as day scholars. The enrolment started with 20 girls. These girls were distributed in groups of five in each stream. The measure was taken to execute a ministry policy of educating up to secondary level local students residing near secondary schools and especially girls. Later on, the district

authorities thought of adding more boys as day students. In order to realize their objective more classrooms were built. Therefore, in 1994 the school enrolled 80 students - 40 females and 40 males.

However, up to 1997 the overall academic performances were not impressive especially for girls. Hence, the need to introduce the process in the school in order to improve both academic and social performances. Therefore, the TUSEME process was conducted from 5th to 15th May 1997. The workshop was received with a lot of enthusiasm from all the stakeholders especially students. Many issues that were thought to cause the poor academic performances were revealed in the process. Here are few examples:

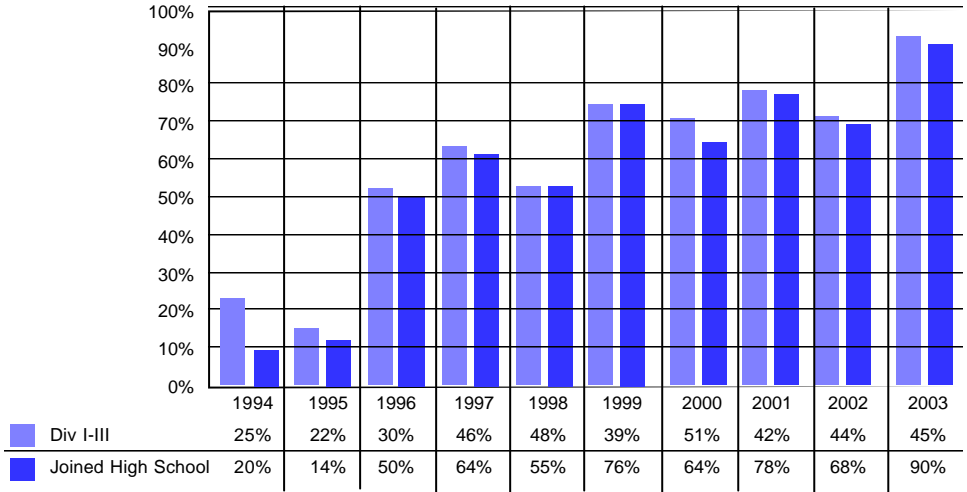
NO	PROBLEM	DISCUSSION	SOLUTION
1	Intimate sexual relationships between students and teachers	<ul style="list-style-type: none"> - Girls should safeguard themselves against sexual relationship with their teachers. - Teachers should regard girl students as their daughters. (not sexual objects) - Victimized girls do not concentrate on their studies. - Out-dated customs contributed a lot to this problem 	<ul style="list-style-type: none"> - Girls should hate such habits. - Teachers should feel ashamed of making love to school children. It should be a taboo to have sex with students - Girl students should concentrate on their studies - as a result they will have no time to think about sexual relationships. - Remove out-dated customs.
2.	Inappropriate class streaming	<ul style="list-style-type: none"> - There are two schools in one school. - Poor performance. - There is a wall between Day students and Boarding students. 	<ul style="list-style-type: none"> - Students should be mixed - The gap between Boarders and Days students should be bridged
3.	Badly behaved groups	<ul style="list-style-type: none"> - Some female students make friends with 	<ul style="list-style-type: none"> - Girl students should avoid such groups

		students and non-student girls of questionable morals.	
4.	Lack of drug funds	- Poor health care. "Corpses are cared for better than sick people"	- The school has established a fund for buying drugs
5.	Punishments which create hatred between leaders students	- Push-ups and canning for the girls cause distress to girls as it undresses the girls since in many cases their underpants become visible. Sometime can cause unexpected onset of menstruation This constitutes gender harassment.	- Students should wear appropriate and decent dresses/ apparel. - Concerned teachers must stop canning female students - Students much avoid violation of school rules.
6.	Poor teaching standards.	- In many cases teachers with low qualification are not understood by the students. - Inadequate incentives for the teachers.	- Up-grade teachers with minimal qualifications. - Provide incentives for the teachers.

OUTCOMES AND IMPACT

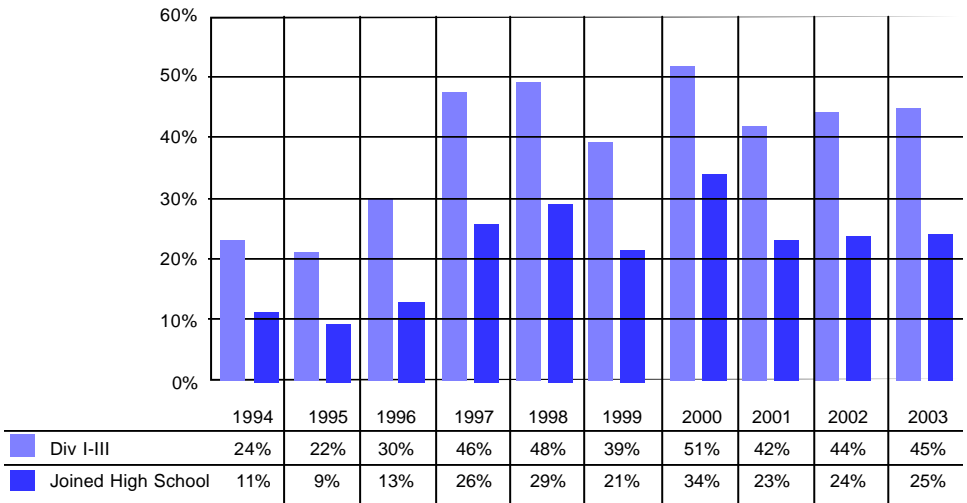
As the major objective of the TUSEME Project is to empower students, especially girls, to perform well in both academic and socially it is imperative (essential) to assess the outcome of this endeavour in order to find out if girls are really empowered. First, girls' empowerment has been visible through improved academic performances in schools that use the TUSEME process as shown below from three schools. Improvement of academic performance in the first two schools was measured by comparing form four examination results three years before the introduction of TUSEME with those after the TUSEME was introduced in the schools.

MSALATO GIRLS SEC. SCHOOL



NB: The TUSEME was introduced at Msalato Girls Secondary school towards the end of the year 1996

BAGAMOYO SEC. SCHOOL



NB: The TUSEME was introduced at Bagamoyo Secondary school towards the end of the year 1996

From the above statistics it is clear that from the time when TUSEME was introduced in the schools studied there is an improvement in academic performance as compared to previous years. This is because one of the TUSEME objectives is to improve girls' academic performances. Msalato Secondary School, for example, the average scores in the national examination (division 1 - 3) and for the those selected for advanced level secondary school has not gone below 55% since the inception of the TUSEME process at the school, and for the year 2003 the average was above 90%. Whereas before the introduction of the TUSEME process, sometimes the scores hit the low bottom of 14%. The same improvement can be seen for Bagamoyo and Mgugu Secondary Schools that have both boarding and day students.

According to the external evaluation on the TUSEME Project submitted to SIDA in 2002, the ability to analyse issues critically that girl students acquired through the TUESME process is what "... has helped to reduce the problem of pregnancies"(2002:22). In that report, it was noted, for example, that in 1999 before the introduction of TUSEME at Songea Girls Secondary School in Tanzania, 15 girls dropped out of school due to pregnancies. However, when the process was introduced in the following year (2000) there were eight cases of pregnancies and in 2001, only three cases were reported. For within a span of two years, the cases of drop out due to pregnancies dropped by 62.5%. In the three case study schools, the situation is even more promising. Girls' empowerment through the TUSEME process is visible through the reduced number of school dropouts and pregnancies over the past seven years (1997 - 2004) since when the process was introduced at Msalato, Mgugu and Bagamoyo Secondary School. This scenario indicates, "... that the empowerment process is contributing to instil life skills in the girls" . The statistics below are the tangible evidence. Bagamoyo secondary school, for example, since when the TUSEME Process was introduced at the school in 1997 only one pregnancy case has been report and no drop out for female students; Msalato Girls Secondary School has experienced four pregnancies and three dropouts; whereas Mgugu Secondary School reported only one pregnancy case:

Apart from academic improvement and high rate of girls' retention, the impact of TUSEME manifests itself in other aspects of social life of girls within and outside schools milieu. According to the Headmaster of Bagamoyo Secondary School, "for the past few years I have noted that, the students who have gone through the TUSEME process in my school are not intimidated to say whatever they feel is not working well around them within or without the school". He concluded by observing that empowerment is highly desirable especially to

girls who, in most societies, are trained to be passive even if things are not working well.

The above scenario is not peculiar to Bagamoyo Secondary School alone, but it is a positive attitude that has been apparent in most schools that have adopted the TUSEME. In his study *An Impact Assessment of the Tuseme Project: 1997/98*, Materego had this testimony from one of the students at Msalato Girls Secondary School who observed that, "... when they were in form two they did not understand one of their teachers and demanded for a replacement. They were ready to be left without a teacher in that subject than to continue with one they had. When the matter reached the school administration, it resulted in the changing of the teacher" (1999:21). This scenario could be caged in parallel with the great academic achievement attained by the Msalato Girls Secondary School as shown above. It is convincingly clear, therefore, that the TUSEME process enables the students to have a critical analysis of their situation. For, they no longer accept problems as given but analyse them critically by identifying their root-causes, effects and possible actions to solve them.

WHAT MAKES TUSEME A BEST PRACTICE?

A: POLICY ENVIRONMENT

The TUSEME Process in Tanzania has been a success because of the supportive environment that exists from the Ministerial levels and other stakeholders down to the school communities.

First of all the University of Dar Es Salaam through the Department of Fine and Performing Arts accepted to be the host and implementing agent of the programme. The university provided both human and material resources to support the programme because it is in line with its policy of outreach services to the community. Most of the facilitators are from the University where they have other duties to perform still the institution has always provided time and space for them to facilitate the programme. The University also for the past six years, for example, has provided both human resources and spaces for hosting the annual TUSEME Festival free of charge.

At the national level, Tanzania has positive policies that have contributed much to the successful implementation of the TUSEME activities in schools. In the year 1999 the TUSEME was officially made the project of the Ministry of Education and Culture. This is because the education policy of the country fully supports the broad and specific objectives of TUSEME.

Girls' Education and the Education policy

The government of Tanzania through the Ministry of Education and Culture like the other stakeholders who started TUSEME realized the problems that were hindering both participation and improvement of girls' education especially at secondary school level. Hence in its Education and Training policy of 1995 has a whole section on girls' education, which among other things, stated that:

"The slow growth of the participation rates of women at these various levels may be attributed to cultural preferences for educating male children, high drop-out rates due to early marriages and pregnancies and relatively low performance levels by girls in class and during final examinations when compared to boys. Therefore, in order to raise the participation rates of women, the following policies will be implemented:

- ❑ Primary education shall be universal and compulsory to all children at the age of 7 years until they complete this cycle of education.
- ❑ The establishment of co-educational and girls' secondary schools shall be promoted and encouraged.
- ❑ Government shall not deboard existing girls' government boarding secondary schools.
- ❑ Government shall establish girls' day streams in existing government secondary schools in communities where girls' secondary education is severely adversely affected.
- ❑ Government shall establish special educational financial support schemes for girls and women in education and training institutions.
- ❑ Adult education programmes shall be designed to encourage and promote the enrolment and attendance of women.
- ❑ The school curriculum shall be reviewed in order to strengthen and encourage participation and achievement of girls in mathematics and science subjects.
- ❑ Education and school systems shall eliminate gender stereotyping through the curricula, textbooks and classroom practices.
- ❑ Special in-service training programmes shall be designed and implemented for women teachers.
- ❑ Government shall encourage the construction of hostel/ boarding accommodation for girls in day secondary schools." (MOEC 1995:19-20)

Education Policy And The Role Of The Community

However, the above were not sufficient to give the TUSEME process full support especially at the grass root levels (the schools, the surrounding community and other stakeholder like regional and district offices). In its execution,

TUSEME as a participatory process, normally involves all the stakeholders from the national level down to the grass root level, for without their acceptance and support nothing could be realized especially when it comes to the ownership of the process. In this respect, the TUSEME owes much to MOEC's policy that gives autonomy to all implementing stakeholders from the region to the local community level by:

"Streamlining of the management structure of education, by placing more authority and responsibility and responsibility on schools, local communities, districts and regions" (MOEC 1995:xii)

This came into being after the MOEC realized that the management and administration of education and training institutions, including primary schools, has to a large extent rested in the hands of the heads of the those institutions. Hence, that system excluded community participation and involvement in the management of schools, despite the fact that "... a majority of the problems faced by girls in school stem from the home set up" (FAWE 2003:11). So, it was necessary to rectify that system by strengthening institutional boards/committees so that institutional heads become directly answerable to their boards/committees. In addition, parents are invaluable allies to the teachers. Where there is a good teacher-parent relationship, the development of the pupils is enhanced. The success of such education and training institution is as much the concern of parents and communities as the teachers. Therefore, the following decision were included in its policy (MOEC 1995:28-29):

- ❑ All education and training institutions shall have schools or college committees/ boards.
- ❑ Boards and Committees of education and training institutions shall be responsible for management, development planning, discipline and finance of institutions under their jurisdiction.

Education Policy and other Local and Private Partners.

The education policy recognizes the importance and the role of local and international partners in the development and support of Education in Tanzania, that is why it is spelled out categorically in the policy that the Government of Tanzania shall provide incentives to individuals, communities and NGOs interested to invest in education from pre-primary to higher education and training institutions. This provision has benefited TUSEME because it has managed to secure both human and material support from both local and international donors and partners for most of its activities within and outside schools.

B: OWNERSHIP

The major concern of the TUSEME process from the beginning was the ownership of the process. This has worked very well especially since when the Ministry of Education and Culture decided to adopt the process as one of its many programmes. It is an open secret that the Ministry did so only because the objectives of the TUSEME are within its education and training policy. So, it is imperative at this juncture, to stress that the process has managed to convince almost all the major stakeholders in the country to support it. That is because the country's education and training policy stipulates categorically the importance of the involvement and resting power of making decision down to the grass root level. What TUSEME adds on this is to give a voice to another important stakeholder, that is, the students. However, the process is based on participatory approach that accommodates all the voices of the stakeholders from the beginning.

C: THE PROCESS

The process allows all stakeholders' voices to be heard. It guarantees democratic and active participation of all the stakeholders especially at school level. However, the process also empowers individual students by providing life skills like decision-making, speaking out, assertiveness and leadership. On the other hand, for instance, the TUSEME Clubs encourage study groups; help teachers to closely monitor students' academic and social life. Teachers always get the feedback from the TUSEME Clubs because the process empowers girls who speak out openly and objectively about the problems that hinder their academic and social development. The TUSEME annual festival provides opportunities for students from different clubs to share experiences and to network. While the TUSEME Newsletter, apart from sharing information amongst clubs, provide forum for the clubs to reach more audience far from their immediate schools.

D: HUMAN RESOURCES

This process has worked because when it comes to the human resources in school there are always enough teachers to work in the process. This provides sustainable human resource structure, which is sustainable and reliable.

E: FINANCIAL RESOURCES

The process has worked also because the financial resources needed for full implementation of the process is minimal when looked from the unit cost point of view. The benefits/ results when compared to the unit cost are very high which has always encouraged different stakeholders including donor community to financially support the process. For example, the training of 42 teachers

cost about US\$ 15,485 (unit cost US\$ 370). These teachers run the TUSEME in 24 schools, which have an approximate of 10,000 students who benefit from the process. Hence, from these figures, it is obvious that the benefit is far higher compared to the cost.

F: STAKEHOLDERS/ PARTNERS

All stakeholders involved in the process support it because they are not left out at any stage of implementation. The Ministry of Education and Culture, for example, has provided the entry point into schools. There is no any instance where it refused the introduction or participation of teachers in the process in any school. The University of Dar Es Salaam also has supported the process by providing infrastructures like offices and spaces for staging the annual TUSEME festival throughout the years.

CHALLENGES

- ❑ The TUSEME process needs to expand from where it is now in order to reach more schools. For the past seven years, for example, it has been implemented in less than thirty schools only compared to the number of schools in the country - Tanzania is estimated to have 1083 Government and non-Government Secondary Schools by 4th June 2003 (MOEC 2003:39). The process has not expanded much because of many reasons but the most pertinent one is not being scaled up/ mainstreamed in the education system. Scaling up needs only a political will because the country's education policy is very positive.
- ❑ Teachers need to be trained in gender and democracy in order to prepare them to accept and help empowered students. This is important because the experiences has shown that in most schools teachers are always afraid of the process because they are not used and or training/ brought to work in an environment that support democratic and sensitised students who can speak out once things are not working well for their academic and social well-being.
- ❑ There is still a need to train more facilitators in order to meet the demand if the programme has to go countrywide.

LESSONS LEARNT

- ❑ Positive policy environment that support girls education is very important for the process to be work in schools.
- ❑ The acceptance of the Ministry of Education and Culture to support and adopt TUSEME as one of the ministry's projects was very important in two ways; first, the TUSEME acquired a new status within the ministry and schools in particular. This reduced most of the bureaucracies both at the

ministerial levels and at the school level. This is because prior this adoption the TUSEME was always received by these important stakeholders with cautious and suspicious eye because it was seen as something trying to interfere with the already set ways of doing things in schools. Second, this adoption provided assurance for sustainability of the process in the absence of the traditional donor.

- ❑ Involving both international and local donors and partners from the beginning is very important for them to see and experience what it entails when it comes to student (girls) empowerment through TUSEME Process. This gives them an opportunity to determine how important their support is to the education system and the students in particular.
- ❑ Teachers who are well sensitised in gender and democracy support the process and the empowered students immensely.
- ❑ The unit cost of the TUSEME process is very low compared to the benefits of empowered students to the nation.
- ❑ The support of the school administration, the community and all other stakeholders is vital in sustaining the gains made towards empowering students. For, students always need to be encouraged and supported by all stakeholders to uphold and the nurture the spirit of speaking out and aspiring for better social and academic performances.

IMPLICATIONS FOR SCALING UP

In Tanzania, as we have seen, the existing policy environment is very positive for scaling up. Only a political will is what is needed. Like Tanzania, the Ministries of Educations in any country that may also wish to scale up the TUSEME process should make sure that has the following in place:

- ❑ A conducive policy environment required. The policy that, first of all recognizes the importance of empowering students, teachers, community and school managers in order tackle the problems that hinder academic and social performances of students in general and girls in particular. Generally, the policy that needed is, which support girls' education. Moreover, political will for scaling up the initiative is important.
- ❑ Ownership of the process by the Ministry of Education and at school level is essential. This is extremely important for sustainability of the process.
- ❑ Adequat numbers of facilitators will be required. These need to be trained into the TUSEME process. School head teachers also need to be sensitised on the programme. This could be done through pre-service or in-service training schemes.
- ❑ TUSEME clubs should be formed in schools. Moreover, local administrative and educational structure could be encouraged to help to support the

process. There are also positive possibilities of using the existing numerous clubs in schools like the guidance and counselling desks to form the TUSEME Clubs.

- ❑ Teachers trained into the TUSEME Process required at school level. Additional resources will be required for training teachers. However, the exercise is not that expensive because teachers are already available in all schools. What is required is only in-service training into the TUSEME process.
- ❑ There is also a need to involvement all stakeholders including organizations that deal with gender issues at the country level. These are required at all levels - donor partners, local communities, schools, and district levels. However, there is a need to organize gender sensitisation workshops for all stakeholders. Gender sensitisation of stakeholders will play a major role in bringing them on board with a fully understanding of the objectives of the process.

CONCLUSION

It is obvious that the TUSEME process, done well, could have a tremendous impact towards academic and social development of students especially girls. Moreover, from the Tanzanian experiences, it is clear that the unit cost of all TUSEME activities including training of the work force is least compared to the impact. However, if we need that impact to be felt, especially in Sub-Saharan African where the girls' education is at the lowest, this process in any circumstances should not be allowed to remain the privilege of the few. Hence, the need for scaling up of the process in all schools is imminent. However, scaling up should be approach with much care because the demand for both skilled and sustainable human and financial resources is a requisite for the process's success. Therefore, it is recommended that:

- ❑ Scaling up should be done in phases. For example, for the first, a country could start with a massive training of teachers and facilitators in the TUSEME process. This can be done in the university faculties of education, teachers training colleges and in-service training in education centres.
- ❑ Ministries of education should revisit their policies in order to see if they provide a conducive environment for scaling up of TUSEME activities.
- ❑ Mainstreaming TUSEME activities should be one of the requisites in order to ensure sustainability.
- ❑ All stakeholders from the national level to the grass roots level should be involved in the process of scaling up from the beginning in order to ensure that it is ownership by the beneficiaries.
- ❑ Both local and international donors should be involved in order to mobilize enough material resources for scaling up.

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