



Education and Community Development

- Support to education and capacity building
- Build entrepreneurship activities
- Develop financial literacy
- Establish community-led savings and loan schemes
- Life-long learning opportunities



Education and Community Development

- According to UN Women, globally two-thirds of illiterate adults are women
- Every additional year of primary school increases girls' eventual wages by 10-20%
- 39% of rural girls attend secondary school

Reaching the Unreached Tanzania (RUT)

Promote Girls' Education Inclusion in Alignment with the Tanzania 2022 School Dropout Re-entry Guideline Initiative in the Kondoa district, Dodoma region, Tanzania.

- Addresses the challenge of school dropouts due to adolescent pregnancy and truancy in Kondoa district.
- Aims to facilitate the re-entry of these girls into the education system and provide alternative pathways, including vocational education and skills training



Aims

01

Promote equitable access to education for girls in the Kondoa district, Dodoma region, Tanzania, by reducing school dropout rates due to teen pregnancy and truancy.

02

Facilitate the re-entry of girls who have left school in alignment with the Tanzania 2022 School Dropout Re-entry Guideline.

03

Provide alternative education pathways, such as vocational education and skills training, for those unable to return to formal education.

04

Empower girls, enhance their educational and economic opportunities, and contribute to the overall socio-economic development of the community.

Progress against Outputs

- Engaged 25 key stakeholders including education officers, school heads, community development officers and local leaders
- Capacity-building workshop to train on the re-entry guidelines and form monitoring committees.
- Community awareness campaigns conducted monthly to increase awareness and support for re-entry.
- So far has reached a total of 1,050 community members (630 women and 420 men)





Challenges:

Identified and documented out-of-school girls through school-community partnerships

- Families reluctant to disclose dropout cases
- Project began in December, only weeks before the academic year began in January
- Difficult to access remote households





Financial literacy training and economic empowerment support provided to families/teenage mothers

- Financial literacy education
 - Earning, saving, borrowing, spending and planning
- Vocational skills training
 - Tailoring
 - Cooking
 - Hairdressing
- Peer support groups



Overall Progress

- Key achievements
 - Increased community support
 - Strengthened stakeholders' capacity
 - Identification and support for 52 out-of-school girls
- Challenges
 - Stigma and reluctance
 - Economic vulnerability



Case Study 1: Amina

From Teenage
Motherhood to
Classroom Return



Case Study 2: Neema

Changing Beliefs
and Breaking the
Cycle of Poverty



Implementing second part of the project

Intensify

Intensify identification and outreach efforts

- Work closely with more schools, community leaders, health workers, and local women's groups
- Increase door-to-door outreach and community dialogues
- Leverage community events

Strengthen

Strengthen community and family engagement

- Continue awareness campaigns
- Include local role models or previously re-enrolled girls to share their stories
- Engage more fathers and male family members

Sustainability

Emphasize local ownership, institutional integration, and resource mobilisation.

Strengthening local stakeholders ownership and capacity

- Training and committees
- Ongoing engagement platform

Institutionalising re-entry processes in local systems

Resource mobilisation

Why is this important?

Sustainable Development Goal 4:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

World Youth Skills Day

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