

HAKIELIMU 2017 – 2021

STRATEGIC PLAN - BRIEF


ACHIEVING OUR COUNTRY
Political Disagreement
Toward a Theory of Governance
CIVIC EDUCATION AND CULTURE
Mediated Politics
HOWARD ZINN
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Everyday Politics
Civic Engagement, Digital Networks, and Political Reform in Africa
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HakiElimu at a glance

HakiElimu was founded in 2001 by a group of 13 Tanzanians who had formed a clear and longstanding commitment to transform public education for all children.

Vision

An open, just and democratic Tanzania where all people enjoy the right to education that promotes equity, creativity and critical thinking.

Mission

To enable people to transform education, in and out of schools; to influence policy making and effective implementation; stimulate imaginative public dialogue and social change; conduct research, policy analysis and advocacy and collaborate with partners to advance participation, accountability, transparency and social justice.



We are a non–profit civil society organisation that strives for an open, just and democratic Tanzania where all children enjoy the right to education that promotes equity, creativity and critical thinking.

We want to enable people to transform education, in and out of schools; influence policy making and effective implementation; stimulate imaginative public dialogue and social change; conduct research, policy analysis and advocacy; and collaborate with partners to advance participation, accountability, transparency and social justice.



1.0 OVERVIEW OF TANZANIA EDUCATION HISTORY

Recent education budget trends show that Tanzania's education budget has maintained an average 21% share of the national budget. However, the education sector share of the budget including national debt services has remained on a 17% average, meaning for years there was no growth in this area against the national budget.

1.1 Education reform after independence

Julius Nyerere, the first President of independent Tanzania was a visionary leader who had a clear idea of the kind of society he wanted Tanzania to build. Under his leadership, Tanzania in 1967 adopted socialism as a guiding philosophy for her development endeavour. The goal of the post-colonial government centred on unity, equality and participation by the masses in local and national development efforts. Right from independence in the early 1960s, the educational system was gradually restructured and reoriented to meet these new goals.

1.2 Addressing religious, racial and income discrimination

Prior to the independence of mainland Tanzania in 1961, various bodies were responsible for the provision of education, along racial, religious and economic lines. But in 1962, the Education Act was passed, education was organised along non-racial or religious lines. Fees were abolished in 1963 addressing the historical exclusion of African children.

1.3 Manpower requirements for "Africanisation"

After independence, the Government saw the need for Tanzanians to take over jobs that were occupied by the British especially as many white employees decided to leave the country after independence. Government decided to expand secondary and post primary education to meet these manpower demands. The nation adopted the policy of Education for Self Reliance (ESR) that prepared students for a socialist society.

1.4 Recent developments

Since the 1990s the Government policies, have been informed by the liberalisation agenda under the guidance and support of the World Bank and IMF. After ESR, the most important education policy was the Education and Training Policy (ETP) of 1995, guiding education from the mid-90s for a decade and half. The goal of education shifted from preparing students for a socialist society to preparing them for employment in the formal economy.

In 2014 the Ministry of Education and Vocational Training launched a new Education and Training Policy (ETP, 2014) that aims to improve the quality of education through several measures. These include improvements in monitoring, curriculum reforms to make education more relevant, and the teaching and learning environment, basic services for children, school infrastructure and creating a safe environment for children.



2.0 GOVERNMENT EFFORTS AND ACHIEVEMENTS

Tanzania envisions becoming a middle-income country by 2025 and has put in place a number of policy frameworks to realise this vision. Below are some of the major achievements:

2.1 Increased enrolment

Tremendous progress has been made in enrolment rates during the past 10 years, evident by a 26 percent growth in enrolment at primary and secondary levels. More significantly, enrolments in secondary and tertiary education have seen increases of 244 and 438 percent respectively.

2.2 Financing education

Recent education budget trends show that Tanzania's education budget has maintained an average 21% share of the national budget. However, the education sector share of the budget including national debt services has remained on a 17% average, meaning for years there was no growth in this area against the national budget.

2.3 Education and Training Policy of 2014

Through ETP, 2014, the government has committed to provision of: fee free basic education, improve the quality of education by strengthening quality assurance and inspections to schools, improving the learning and teaching environment such as infrastructure, provision of equitable learning materials, and improve the quality of teachers by offering in-service training and motivation.

However, to achieve all these, the government needs to increase education sector disbursement and proper implementation of the budgeted funds.





3.0 EDUCATION CHALLENGES

Despite on-going government efforts, the education sector in Tanzania is still riddled with many challenges. The major ones include the following:

1. poor learning outcomes for students,
2. teachers' incompetence and absenteeism,
3. gender inequalities,
4. lack of inclusion of children with special needs and circumstances,
5. high levels of violence in schools
6. a polarised education system whereby the few rich afford quality private education and the poor are left with sub-standard government schooling.
7. Lack of a clear philosophy and purpose and education. As a result, Tanzanian education lacks a clear philosophy and purpose to guide it.

4.0

FOCUS AREAS FOR 2017-21 STRATEGIC PLAN



During the next five years, the main aim will be to advocate for Government to develop and implement evidence-based policies that promote accessibility, equity and inclusive quality education in a friendly and protective environment.

4.1 Influence policy change and implementation

Tanzanian education lacks a clear philosophy and fails to achieve full inclusion, quality and beneficial learning outcomes. Girls are especially affected. Schools are unsafe places where one out of two children experience violence, commonly perpetrated by teachers. There is need for further policy reform and campaigning for effective implementation of ETP, 2014 to ensure improved access and quality. However, addressing violence, lack of inclusion and other issues requires a multi-stakeholder approach and continuous publicising and public debates.

At the end of the day, we want to have in place an improved education system that promotes equity, inclusive and effective learning.

This will be a system in which a gender sensitive, protective and friendly teaching and learning environment is promoted; education policies and strategies are effectively implemented and the gaps identified in ETP, 2014 are addressed, and Tanzania's education philosophy and other key policy issues are discussed and recommendations are made.

Objective 1: To advocate for Government to develop and implement evidence-based policies that promote accessibility, equity and inclusive quality education in a friendly and protective environment		
Outcome: Improved education system that promotes equity, inclusive and effective learning		
Expected results		
Output 1: A gender sensitive, protective and friendly teaching and learning environment is promoted	**Output 2:** Education policies and strategies are effectively implemented and the gaps identified in ETP 2014 are addressed	**Output 3:** Tanzania's education philosophy and other key policy issues are discussed and recommendations are made

4.2 Promote citizen participation and engagement

The level of citizen participation in various governance sectors in Tanzania, especially by women, is alarmingly poor and still declining. For example, participation in school committees declined from 36 per cent in 2006 to 15 per cent in 2013, representing a 13 per cent slide in involvement in this vital public service.

Only 22 per cent of people, mostly men, attend village council meetings which are a crucial venue for local level matters and decision making affecting children and education and only 16 per cent of locals participate in the preparation of ward and village level plans. The vast majority of these are only educated at primary level, meaning the educated elite largely stay out of these crucial processes.



Consequently, though school committees, village and ward meetings are important venues for local level decision making affecting children and education, with the current low levels of public involvement the challenges in the sector are likely to remain. That is why this strategy seeks to ensure that citizens are informed, organised and engage in critical problem solving, monitoring governance and provision of quality education.

We will seek to realise this by making sure that citizens' understanding of education issues including gender and violence against children is enhanced; citizens' participation and monitoring of school governance and delivery of quality education is improved and that policies, circulars and guidelines are simplified and shared to enable their effective implementation and analysis by citizens.

4.3 Promote transparency and accountability

Transparency and accountability are critical in democratic governance. This is because, government transparency enables the taxpayer, to easily research and hold the government or elected officials



accountable for how they spend their money at all levels of government. Government transparency means placing all financial and public information in an open, easy-to-use, readily understandable system. This allows taxpayers to see clearly how public servants are spending tax money, and gives citizens the ability to hold their elected officials accountable. Open government is critical to participation by an informed public, and an informed public is critical to democracy.

Accountability constitutes the degree to which authorities such as local government authorities have to explain or justify what they have done or failed to do.

Unfortunately in Tanzania, the level of government budget transparency is below required international standards. This hinders public participation in budget processes and creates serious problems in the monitoring of expenditure in social service delivery and accountability of government funds. HakiElimu will therefore campaign for more transparency and accountability in the use of public resources to foster an effective public service delivery system.

Objective 3: To promote and advocate for transparency and accountability in provision of quality education	
Outcome: Government and stakeholders are responsive and accountable to provide inclusive and quality education	
Expected results	
Output 1: Citizens' education needs and demands are advocated for	Output 2: Transparency and account-ability of Government and schools promoted

5.0

NEW FOCUS AREAS



HakiElimu's new strategic plan is partly a continuation of important existing programmes that still require attention, with new areas that have been introduced. The new focus areas include:

5.1 Inclusive and equitable quality education for all

Specifically, this strategy will contribute to SDG Number 4: "*Ensure inclusive equitability quality education and promote lifelong learning opportunities for all*"

Specifically HakiElimu will:

- Conduct studies to determine the extent to which learning and teaching environments are gender sensitive and friendly to children with special needs
- Work with Frimds of Ed11cation to support capacity development of citizens on inclusive education including early identification of students with special needs
- Advocate for government and stakeholders to address challenges related to gender, inclusive education, and violence against children.

- Carry out periodic monitoring and discussions on policies and plans that aims to promote gender equality and provision of inclusive education

5.2 Gender equality and violence against children

HakiElimu will introduce programme areas that aim to make schools safer places and address gender based violence and gender parity. We will launch a media and advocacy campaign that raises awareness around these issues. At the same time we will be engaging local schools, leaders and communities in programme districts.

5.3 Education Development Resources Information Centre (EDRIC)

HakiElimu will establish an Education Development Resources and Information Centre (EDRIC) with three major objectives:

- To provide broad access to development information in a user-friendly, timely, and efficient manner, especially on civic participation, thereby promoting accountability and social justice
- To promote and facilitate knowledge harvest
- To provide rigorous and relevant evidence on development practice and policy.



EDRIC aims to become a tool for informing citizens on matters related to how to organise and engage in critical problem solving, monitoring governance and the provision of quality education so as to critique the relevant policies.

5.4 Education Philosophy

Tanzania currendy lacks an overarching philosophy to guide the education field hence the current fragmented education system that produces students who are unequipped for the employment market and whose skills are not in line with the national development agenda. The nation needs a philosophy to guide Tanzanian education through this crucial period.

Our position is that such a philosophy should focus on the following:

- Quality education for all
- Skills development to ensure decent work for all school graduates
- Provide a labour force that meets the needs of the nation's development aspirations

To these ends, we will initiate the following:

- Organise education symposium on the theme of skills development and youth employment
- Commission and call for papers that will form the basis for discussion
- Use the ideas generated from these discussions to advocate for reforms



6.0

HOW WE WORK

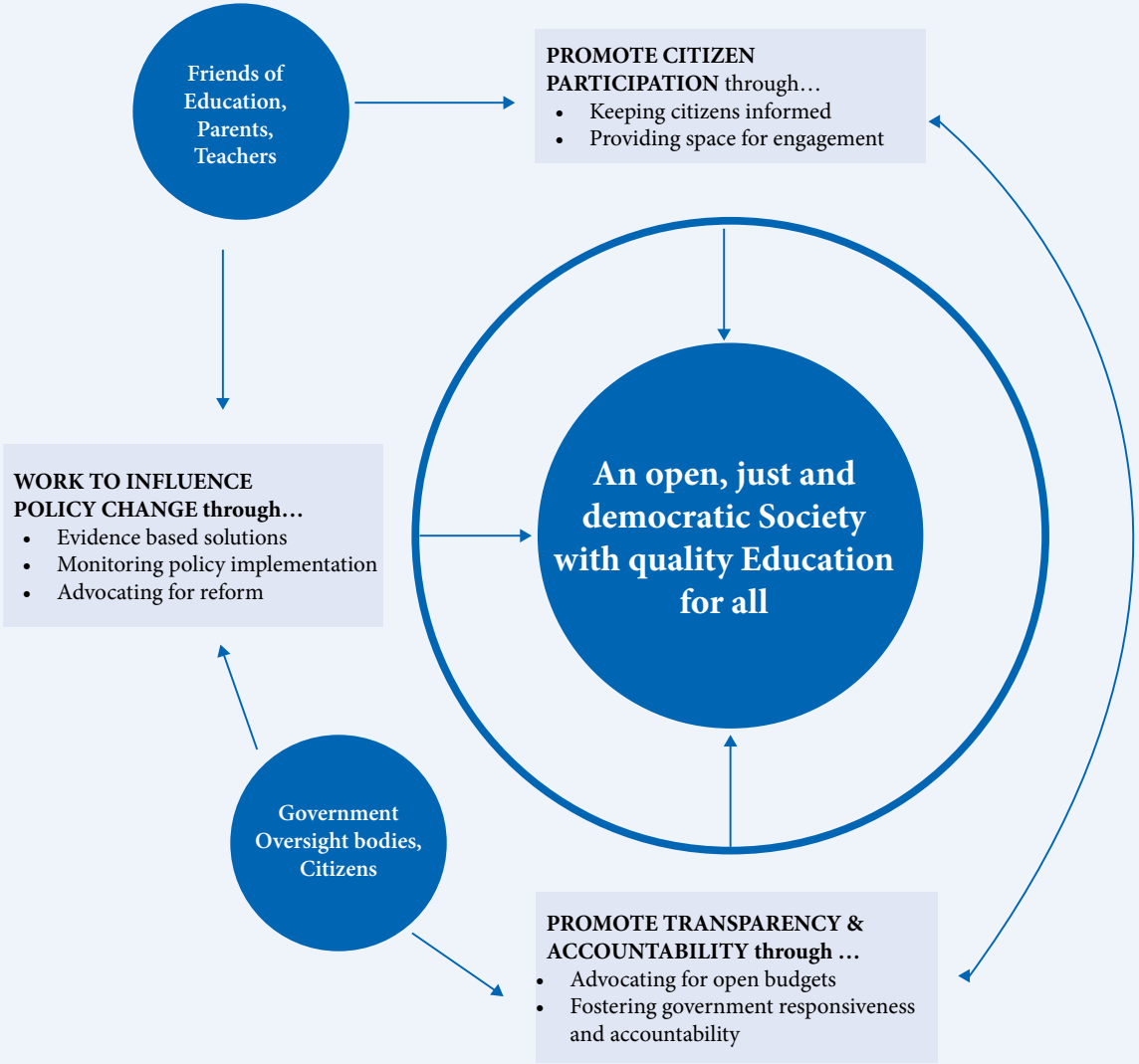
Friends act as agents of change in education through spearheading transformation and democracy by encouraging participation of ordinary citizens in decision-making, monitoring of policy and practice and public debates.

To realise these goals, HakiElimu will continue to work very closely with local and international partners.

At the local level, the organisation will continue to work very closely with like-minded partner organisations such as TenMet, Policy Forum and others. We will also continue to work countrywide through the Friends of Education *(a network of individuals, institutions and groups)* to spearhead efforts of making people involved and participate fully in the management and monitoring of education performance in their areas. In 2016, the movement has about 40,000 registered members - individuals, institutions and groups - across Tanzania.

On the international arena, HakiElimu's new strategy is direcdy aligned with the SDG goals number 41and 52 and there is increasing recognition of our work amongst the international community of funders and like-minded organisations like TaNFiDe, IBP, ADD, etc. HakiElimu will continue to cultivate these relationships through the principles of partnership, mutual respect and transparency.

HAKIELIMU THEORY OF CHANGE 2017 – 2021 STRATEGIC PLAN





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