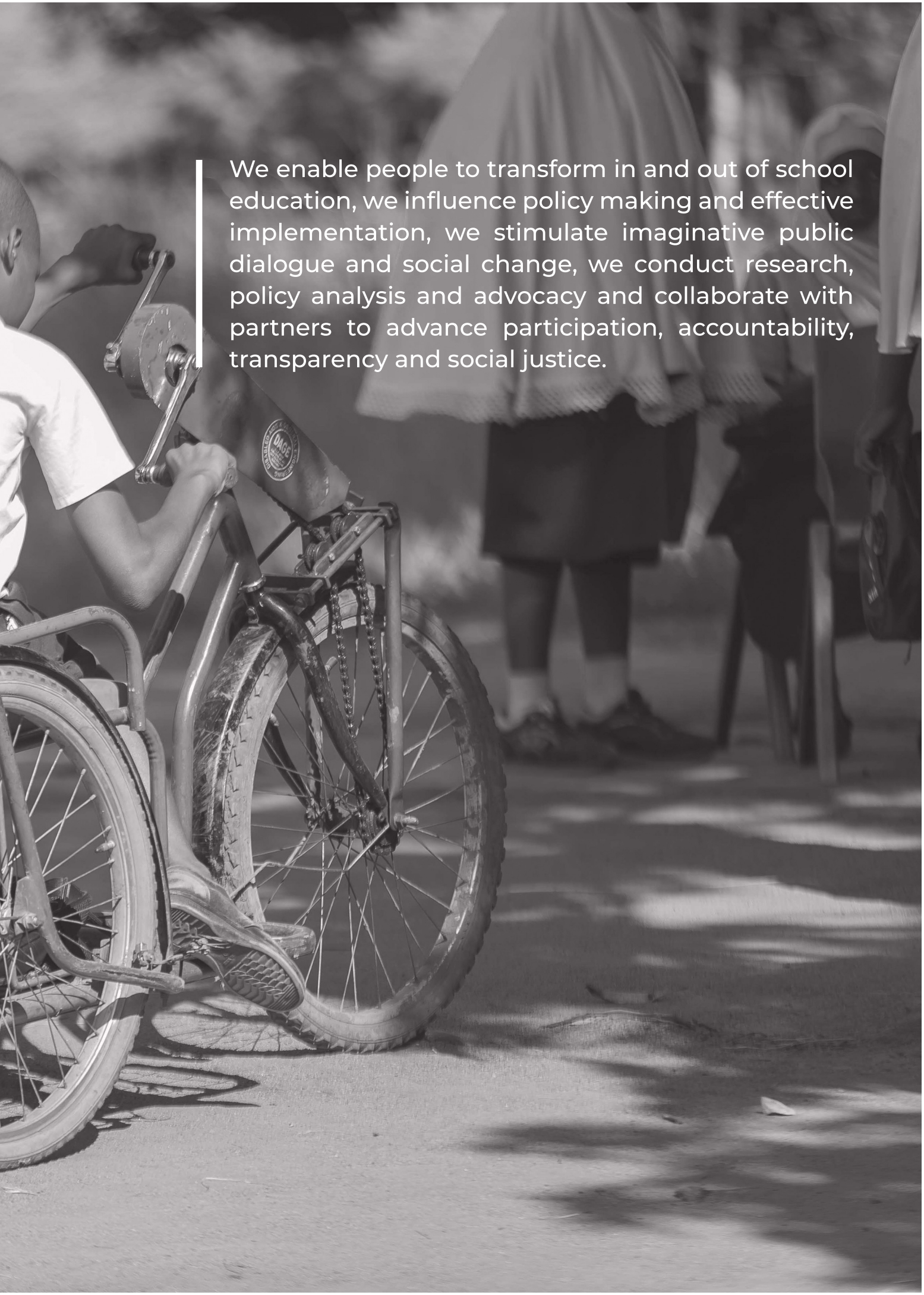
Annual Report

January to December 2022



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

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Abbreviations and Acronyms

AGE	Accountability for Girls' Education
AGM	Annual General Meeting
AJESR	Annual Joint Education Sector Review
ANCEFA	Africa Network Campaign on Education for All (ANCEFA)
CGS	Coalition for Good Schools
CSO	(s) Civil Society Organisation (s)
DPs	Development Partners
ERP	Enterprise Resource Planning
ESDC	Education Sector Development Committee
FoE	Friends of Education
GAC	Global Affairs Canada
GAWE	Global Action Week for Education
GRTI	Girls' Retention and Transition Initiative
HD	High Definition
IBP	International Budget Partnership
IIDC	Impact and Innovations Development Centre
IMTC	Inter-Ministerial Technical Committee
IT	Information Technology
ITV	Independent Television
IVRS	Interactive Voice Response System
LGAs	Local Government Authorities
MEAL	Monitoring, Evaluation, Accountability and Learning
MoCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
MoEST	Ministry of Education, Science and Technology
MPs	Members of Parliament
NGOs	Non-Governmental Organisations
NGOs	Non-Governmental Organizations
P-VAC	Preventing Violence Against Children
PETS	Public Expenditure Tracking Survey
PO-RALG	President's Office -Regional Administration and Local Government
RELI	Regional Education Learning Initiative
RIPA	Research, Innovation and Policy Analysis
SAI	Supreme Audit Institution
SFFF	Senior Female Focal Friends
SMS	Short Message Service
SRHR	Sexual and Reproductive Health and Rights
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
THRDC	Tanzania Human Rights Defenders Coalition
TV	Television
TWG	Technical Working Group
UNDEF	United Nations Democracy Fund
VAC	Violence Against Children
VACiS	Violence Against Children in School



A word from **THE CHAIR**



Let me start by saying that I wish I could be writing this preface in Kiswahili rather than English. If our primary stakeholders are the people of Tanzania, we should be writing in a language that is understandable to the majority of our people. I understand why this has not been the case in the past, but it is time to reconsider who we are writing for and why. Of course, I understand that there are important stakeholders who do not understand Kiswahili (unfortunately), but we could, in the future, write in Kiswahili and have a translation made as well.

That being said, this last year has been exciting as the government has actively encouraged people to give their views on what kind of education system Tanzania should have. It has been a mammoth task, and we eagerly await the outcomes of all the inputs, deliberations, and discussions. On such a broad and sensitive topic, there is no way that whatever is proposed will be acceptable to all, but we are very hopeful that this long period of consultation will lead to major changes in our educational system for the benefit of our children. HakiElimu, as always, has been at the forefront of collecting people's views and giving our own views through our Friends of Education, research, and participation in different fora, as well as working with schools and education authorities in selected areas to put our vision into practice.

The past year has also been significant for implementing the 'back to school' policy for girls who got pregnant. This has been a long time coming but at last, a significant number of our children are able to access their right to education once more, and I hope that this is an important step away from 'blaming the victim' to understanding that they deserve a second chance at pursuing their dreams through education.

This brings me to my main point for this introduction. Enabling children who got pregnant to return to school is an important part of ensuring access to education by this group. However, we need to consider access to education much more broadly. It is not just a question of being able to sit within the four walls of a building called a school. Access to education is much more. The obvious infrastructural issues, such as insufficient classrooms, teachers, books, toilets, etc., as well as the distance that has to be covered by many children going to and from school, are issues that the government has made significant strides in addressing. However, three other issues need to be mentioned.

Firstly, in its current strategic plan, HakiElimu has prioritized raising the issue of the language of instruction in post-primary education. This is because we feel very strongly that the insistence on English as the medium of instruction in secondary schools, especially now that lower secondary is considered a part of basic education for all, is actually depriving huge numbers of our children of access to education. They do have access to schooling and to exams, but not to education in that they do not have sufficient language proficiency to understand and participate in their education. In addition, the key skills required in the future, in particular critical and creative thinking, can only be developed in a language with which they are properly conversant. Maybe it is time we started listening to what the children, the students, say, as our videos have shown.

Secondly, the safety of the school environment and the daily journey to and from school is a key element in access to education. Violence in schools is one of the major reasons why many children, boys and girls, drop out of school, and there are still far too many schools where punishment is just a code word for cruelty. Even the law of the land with regard to punishment is openly violated with impunity, often in those schools which claim to have the best results of all. In this context also, one should remember that pregnancy among schoolgirls is not the problem but rather a highly disturbing symptom of a much deeper problem of gender-based violence against girls. We continue to work with our Friends of Education to address this.

Which brings me to my third point. In many of our educational institutions, the nature of education provided has become more of a punishment than an exciting voyage of discovery. Right from pre-school education, we do not put emphasis on encouraging enjoyment and love of learning, on building and nurturing interest. To what extent do we put emphasis on interesting content in our textbooks and supplementary reading? To what extent do we put emphasis on teaching and learning methodologies that nurture that interest and love of learning and children's active participation in their own learning? Or do we, as people have often answered, put emphasis on punishment and exams as the only way to get our kids to learn? Motivation should come from the desire to learn, not the fear of what will happen to you if you don't learn.

Thus, as this report shows, HakiElimu continues to be at the forefront of pushing for an education that not only prepares our children for the future (insofar as we can predict what that future will be) but which ensures that children get access to an education that is exciting and meaningful to them as that is the best way to ensure that they do prepare themselves for a future which requires critical and creative thinking, a love of learning and flexibility to adapt themselves to and utilize the changes in the world. In this, huge credit must go to HakiElimu's committed management, staff, and the thousands of Friends of Education who are 'making a difference' in their communities, working tirelessly to improve access to quality education. Huge credit must also go to all our partners and stakeholders who support and work side by side with HakiElimu.

Now, if I had said all that in Kiswahili...

Richard Mabala.



Executive Director's **STATEMENT**



Dear Partners and Friends,

I have the honor to introduce the 2022 Annual Report, the first report of our five-year Strategic Plan (2022–2026). The overall goal of this strategy is to contribute towards equitable, quality, and relevant education powered by an inclusive and democratic society. As I invite you to read this report, I would like to start by expressing my sincere gratitude to all our partners, supporters, and the government for their collaboration and generosity, without which we would not have realized the achievements reported herein.

Despite many achievements made in the sector, including a significant increase in enrolment due to government efforts and support by education stakeholders, including development partners and CSOs, our education system is still surrounded by a number of dilemmas that HakiElimu aims to contribute towards addressing. Some of these dilemmas include inequity in education which has impacted education outcomes, especially for marginalized and underserved student groups. Another major dilemma is the quality and relevance of education, which to a broad extent, does not adequately impact the learners with skills to cope with the demands of the 21st Century.

The inequity in education is contributed by a number of factors, including the Language of instruction used in the education system, which is not understood well by many learners; the assessment system, which is dominated by standardized examination that encourages stressful competition among learners while failing to measure their true potential and leaving some students with special needs; the exclusion in the education system of some groups and individuals, e.g., students with disabilities who are struggling with learning in regular education and risk of dropping out or completing school without fulfilling their dreams; and unsafe learning environment due to increasing incidents of psychological, physical and sexual violence in schools and out of schools' children.

In the first year of this strategy, HakiElimu has continued the efforts towards addressing inequity and improving the quality of education by advocating for: the use of Kiswahili as a language of instruction, change of Education and Training Policy (ETP) 2014 and curriculum to improve the relevance of education, and ensuring learners acquire 21st century skills; the establishment and implementation of re-entry guidelines to allow teen mothers and other dropouts to return to school; the efforts to end violence against children in school. HakiElimu would like to commend the government for approving the re-entry guideline and decision to review the ETP 2014 and curriculum, which has been a long-term cry of many education stakeholders. We wish to call upon the government to finalize the process to ensure that Tanzania has the relevant education policy and curriculum to meet learners needs.

I would like to end my introductory statement by registering our sincere appreciation to our development partners for their generous support, which contributed to the successful implementation of the 2022 activities. These include Global Affairs Canada (GAC), Department for International Development (DFID/FCDO through KPMG), Wellspring Philanthropic Fund (WPF)

Malala Fund, Comic Relief, Echidna Giving, and The United Nations Democracy Fund (UNDEF). We also thank our Civil Society Organization (CSO) partners, Friends of Education and the Media, for our collaboration and support. The HakiElimu Board and Members deserve special thanks for the overall governance of HakiElimu. Finally, we also want to thank the Government for providing a space for HakiElimu to operate and collaborate at various levels. I believe that with all stakeholders' determination, dedication, and commitment, we can transform our education to benefit the current and future generations.

Dr. John Kalage
Executive Director



Executive **SUMMARY**

This was the first year of the new 2022-2026 Strategic Plan, which continues to address equity, quality, citizen participation, transparency and accountability in education. Under the title of "Our Education. Our Future. The Pathway to the Education We Want", the 2022-2026 Strategic Plan is implemented through four outcomes, of which three are programmatic, and one focuses on institutional capacity strengthening for effective implementation of the Strategy.
The expected outcomes are as follows:

Outcome 1: Improved equity and quality of learning for all children.
Outcome 2: Improved citizens' and CSOs' ability, collaboration and confidence to participate and influence change in education governance and democracy.
Outcome 3: The Government has improved transparency, responsiveness, and accountability for public participation in education governance and democracy.
Outcome 4: Strengthened organisational capacity, policies, systems procedures, and governance for effective program delivery.

The year 2022 was an optimistic year that triggered transformation expectations for the education sector in Tanzania. The government through the Ministry of Education Science and Technology (MoEST) – commenced the review of the Education and Training Policy (ETP) 2014 and the Basic Education Curriculum. This annual report summarises key programmatic and organisational achievements, challenges, and lessons learned. Some of the notable achievements include the following:

- Continued to campaign for Kiswahili to be used as a medium of instruction and assessment in secondary education through both traditional and social media, which has reached 18,800,000 viewers, 2,424,000 listeners, 18,142 likes[1] , 1,597 comments and 511 shared social media messages.

[1] The likes are from the social media influencer with 1.5 followers re-posted HakiElimu TV sport on language of instruction

- Reviewed re-entry guidelines in collaboration with a like-minded organisation such as TEN/MET, Msichana Initiative and TGNP to identify gaps. A total of 3,000 teen mothers have returned to school and continued with their studies in the reporting period.

- Facilitated an inter-ministerial technical committee and a special women parliamentarian group to share the policy gaps and deliberate on improving the guidelines.
- Supported the Ministry of Community Development, Gender, Women, and Special Groups and the line ministries responsible for education in reviewing the guidelines for establishing Child Protection for children in and out of school and Children's Councils' Guidelines.

- Strengthened 127 school-based child protection systems commonly known as school P-VAC desks.

As part of strengthening the MEAL system, HakiElimu trained 120 Friends of Education on regular monitoring and reporting, performance indicators, frequency, and model of reporting and they were introduced to the 2022-2026 Strategic Priorities. They were provided with mobile phones equipped with electronic data collection software to ensure timely data submission. The training and support ensured effective participation of Friends in the 2022 School Performance Monitoring and also has enabled the submission of their monthly reports on time based on school activities.

Meanwhile HakiElimu has continued strengthening its financial and operating systems to ensure compliance with its internal policies and procedures while also making sure that it adheres to Development Partners' regulations and requirements stipulated in different agreements. The availability of a strong internal control system has ensured that HakiElimu maintains a clean Audit Report for the year 2022. To increase further operational efficiency, HakiElimu is currently implementing an advanced ERP system that will automate all organisational operations to become paperless, including the financial management system. The ERP will be fully functional from 2023.

The Board of HakiElimu has continued with its oversight role, whereby two statutory and 3 extra ordinary meetings of the two Board Committees and the Board were conducted in which among many things they received, reviewed, and discussed both the progress reports and audited financial statements, Risk Management Register and provided various directives to strengthen the organisation's performance and risk management. The Media Policy that intends to provide clear guidance on the effective engagement with both traditional and social media was approved during the year. On the other hand, the Board approved the minor revision of the Financial Policies Manual and the Board Charter which intend to strengthen compliances and the performance of the Board.

1.

Introduction

1.1. Global Context

Despite the global economy setbacks caused by major events such as the coronavirus (COVID-19) aftermath, which caused a global economic crisis, and the ongoing war between Russia and Ukraine which is disrupting global supply chains, increased economic uncertainty and drop in global funding to sectors such as education; 2022 was a year that witnessed major milestones in the global movement to transform education.

In 2022, global leaders made a call on the need for a 'turning point' emphasizing on reasons why the world should come together to a "must transform education call" that will address alarming global education crises such as 'learning and budgetary crisis'. UNESCO's call for a global mobilization to place education at the top of the political agenda, for instance, resonated across the world with renewed national and global commitments.

The Transforming Education Summit convened by the UN's Secretary-General on September 2022 in New York, gathered world leaders who agreed to put education at the top of the political agenda. The summit also adopted the Youth Declaration on Transforming Education which emphasizes collective responsibility, duty, and opportunity to create an education system that is fully accessible, inclusive and caters for everyone's learning needs. The declaration also put emphasis on democratization of knowledge production, pedagogy, and learning by improving curricula and recognizing indigenous and local knowledge, among other things.

International partnerships and collaborations have also attracted attention of giant education stakeholders such as the Global Partnership for Education, UNESCO, and the World Bank who have agreed to expand their scope to support countries to improve collaborations and provision of more equitable quality education across the world. Governments are now emphasizing the

'global citizenship' aspect, which calls for increased investment in modernizing educational systems, such as introducing technology-enabled learning tools and increasing access to remote learning resources.

1.2. Country Context

The Tanzanian context on the other hand, saw major trends such as improved civic participation, enhanced political will and economic commitments that are expected to set conducive operating environments not only for the education sector, but to related sectors as well.

Major political and policy reforms were also made, including the decision to review and re-write the Education and Training Policy of 2014 and its related curricula, adoption of the re-entry policy that provides guidelines to all students who have dropped out of school to re-enter the formal education system, and redirecting more funds to major spending areas in the education sector. In this context, the fee free education policy was extended to include Forms 5 and 6 and higher student loans budget increased to Sh570 billion from Sh464 billion while higher education subsistence allowance increasing from Sh8,500 per day to Sh10,000.

Although a number of restrictive laws on civic engagement, such as the Cyber Crime Act and the Electronic and Postal Communication (Online Content) Regulations, 2018, as well as the Non-Governmental Organization Act (Amendment) Regulations, 2018 have not been repealed, the Sixth phase government seems to have greater political will for civic participation and listening to citizens' voice. There is more willingness to engage in cooperation and discussion between government and non-state actors to work towards the fulfilment of Vision 2025, as well as improved citizen participation in policy dialogues and decision making.

1.3. Education Landscape

The Education Landscape in Tanzania 2022 saw very slight or no changes in both structure and content. The government remained the dominant custodian of provision of education with approximately 95.7% of primary schools in Tanzania being public schools, while only 4.3% are private schools. In terms of Higher-level education, the public universities account for approximately 86% of higher education in the country, while private universities account for the remaining 14%. The education cycle also remained the same, at least a child is envisioned to stay in the school system for a minimum of 17 years being 1 years of pre-primary, 7 of primary, 4 of Ordinary Secondary, 2 of Advanced secondary and 3 years of higher education or college (1-7-4-2-3+).

The landscape was further dominated by inefficiencies in the financing and management of the system, contributing to low educational quality and underperforming learning outcomes. Contributing factors include insufficient teacher support, lack of qualified teachers and supply-side constraints such as insufficient school infrastructure.

According to the Basic Education Statistics for Tanzania (BEST); the academic year 2022 began with shortages in various learning variables in schools. The pupil classroom ratio for primary schools was 1:74 instead of the recommended 1:45, while that of children in Pre-Primary was 1:75 instead of the recommended 1:25. The number of students in primary schools increased to 11,420,973 in 2022 from 11,196,788 in 2021.

The 2022 landscape was also dominated by shortages in other variables such as teachers and financing. According to the Speech of the President's Office-Regional and Local Government (PO-RALG) for the Financial Year 2022/2023; Primary schools in the country are facing a shortage of 100,958 teachers, equivalent to a 37% shortage. The number of teachers available for Primary schools is 173,591, while the need is 274,549 teachers. For Secondary schools, the shortage is 74,743 teachers, equal to 47%, where the demand is 159,443 teachers and the available teachers are 84,700.

The learning environment is also a challenge at primary and secondary school level, where there is a shortage of books. According to BEST 2021, on average the pupil to book ratio at both primary and secondary school ratio is 1:3 vs the standard ratio of 1:1, leading to challenges in terms of each student having adequate time to use the books for studying and doing work. The number of Pit Latrines for students is also an issue particularly at primary school level, where the Pit Latrine ratio for boys is 1:51 vs the standard of 1:25, and for girls the ratio is 1:48 vs the standard ratio of 1:20. A large number of students using the same pit latrines increases the risk of contracting disease such as shigella bacteria and Urinal track Infection (UTI).

2.

Programme and Institutional Performance in 2022

This report highlights major achievements of the first year of the new strategic plan; results obtained in four focus areas, challenges, lessons learned and the way forward. HakiElimu sincerely acknowledges and appreciates the support of donors and partners, without whom most of the results detailed herein would have been possible. Specifically, we would like to thank Global Affairs Canada, Echidna, Comic Relief, United Nations Democracy Fund and our private donor for their support.

2.1. Outcome 1: Improved equity and quality of learning for all children

In this outcome, HakiElimu addresses inequity and promotes quality of education by advocating for the use of Kiswahili as a language of instruction and assessment at the secondary level; development and implementation of re-entry guidelines to allow teen mothers and other dropouts to return to formal education; the use of a mixed assessment system to capture the diversity of learners and promotion of a safe and equitable learning environment that supports all children to reach their full potential. The activities and results achieved are provided in the subsections below.

2.1.1. Advocating for Kiswahili as a Medium of Instruction

In 2022, HakiElimu stimulated public dialogues on the use of Kiswahili as both a language of instruction in secondary schools and also as a medium of communication on official matters. In advocating for the use of Kiswahili, HakiElimu carried out several initiatives, which included the launch of a media campaign on Kiswahili as the language of instruction with the hashtag ***#Kinapanda?*** [Translated as “do you understand English?”]. This message was aired on two television stations (TV :ITV and Azam Sports) and seven radio stations for a total of 970 minutes

(510 minutes purchased and 460 minutes bonus). The media messages were aired during prime time for three consecutive months from April to June 2022. A total of 142 posts were shared on our social media platforms, reaching 1.7 million people and engaging them through comments on and likes of messages. The campaign attracted 18,800,000 viewers, 2,424,000 listeners, 18,142 likes , 1,597 comments and 511 shared social media messages.

Additionally, HakiElimu partnered with the University of Dar es Salaam through the Professorial Chair titled "Mwalimu Julius Nyerere Chair in Pan–African Studies" and conducted a national dialogue on the Kiswahili language in education during the 13th Mwalimu Julius Nyerere Centennial Intellectual Festival, under the theme **'Construction of African Identity: the role of Arts, Culture and Language'**. The policy dialogue featured prominent professors and academicians with extensive experience in language studies. The event, which was officiated by the former President of the United Republic of Tanzania, H.E Jakaya Mrisho Kikwete was attended by more than 600 people including the former Prime Minister of the United Republic of Tanzania, Hon. Mizengo Peter Pinda, government officials, academicians, civil society organisations, university students and practitioners, the media and general public. During the dialogue on the language of instruction, the retired Prime Minister of Tanzania Hon. Mizengo Peter Pinda remarked *"If I were the minister for education, I would have already declared Kiswahili as the language of instruction as it is a national treasure". Dr Omary Mohammed (PhD) of the State University of Zanzibar (SUZA). Said "It is very clear that Kiswahili is spreading across the globe at the moment and as pioneers we must give it priority. It is more important for our children to have the knowledge than to follow a path that does not help us as a nation."*



Photo 1: HakiElimu Founder Member and Board Chairperson, Mwalimu Richard Mabala, during the Mwalimu J.K. Nyerere Centennial Intellectual Festival at the University of Dar es Salaam.

HakiElimu also developed a position paper, the content of which was widely disseminated and shared with Ministers, MPs, and practitioners through strategic engagements. HakiElimu also took advantage of the policy review process to share its position statement on the use of Kiswahili and call for a change of the Education and Training Policy of 2014 to accommodate the use of Kiswahili as a medium of instruction in secondary schools.



Article 2: An Article in Mwananchi Newspaper published on 21st of June 2022 to amplify the debate on the language of instruction''

2.1.2. Promoting Re-entry for Teen Mothers

In the previous strategic plan, HakiElimu, in partnership with like-minded organisations and stakeholders has successfully raised awareness on the campaign known as "Ondoa Vikwazo Asome" (remove the barriers to girls' education). As an outcome of this campaign, the government lifted the ban on teen mothers returning to formal education in November 2021.

After the issue of Education Circular No. 2 2021, HakiElimu spearheaded the establishment of the National Girls' Education CSO Caucus to follow up on the implementation of the guideline to ensure teen mothers return to school without any discrimination. In this reporting period, the Caucus reviewed re-entry guidelines and identified key gaps potentially hindering the re-entry of teen mothers into formal education. HakiElimu convened an inter-ministerial technical

[2] HakiElimu TV sport on language of instruction
[3] Clouds FM, Radio Free Africa, Mashujaa Fm, Kings Fm, Radio Kili Fm, Standard Fm and Storm Fm
[4] The likes are from the social media influencer with 1.5 followers re-posted HakiElimu TV sport on language of instruction.

committee (IMTC) meeting, a special women's parliamentarian group, and the MPs who champion education to share the review findings. The meeting was attended by five representatives from the Ministry of Community Development, Gender, Women and Special Groups (4 females and 1male); four from PO-RALG (2 females and 3 males) and three from the Ministry of Education, Science and Technology (1 female and 2 males). A total of 24 women parliamentarians and education champions, MPs (16 females and 8 males), and 14 Girls' Education CSO Caucus members (9 females and 5 males) attended the meetings.

In the period under review, the government implemented the re-entry guidelines where a total of 3,000 teen mothers returned to school and continued with their studies, through support from the Tanzania Institute of Adult Education. In 2023, HakiElimu will carry out a national survey to establish how many have returned to school, what are the key barriers for not returning, and lessons learned for those who returned to school. HakiElimu will use the findings to engage with government leaders and decision-makers to share recommendations for the effective implementation of the guidelines for the re-entry of teen mothers.

2.1.3. Ending Violence against Children

A safe and equitable learning environment is one of the strategic focuses in the 2022-2026 Strategic Plan. The HakiElimu study on the "State of Violence Against School Children in Tanzania Mainland (2020)" revealed an increase in psychological, physical, and sexual violence against children both in and out of schools. The generated evidence contributed to reviewing the Guidelines for Establishing in and Out-of-School Child Protection and Gender Desks and updating the Guidelines for Coordination of Children's Councils (Mabaraza ya Watoto).

In the period under review, HakiElimu supported the Ministry of Community Development, Gender, Women, and Special Groups (MoCDGWSG) and the line ministries responsible for education in reviewing the guidelines for establishing a child protection desk for children in and out of school. The support included technical experience in establishing the P-VAC desks, piloting the guidelines by establishing 15 P-VAC desks in the Dodoma Region, and producing 10,000 copies of the guidelines. The Guidelines were officially launched by the Minister of CDGWSG during the Day of the African Child commemoration on 16 June 2022. HakiElimu is also part of the National Facilitators (one of only two non-governmental organisations) responsible for building the capacity of LGAs, teachers, and stakeholders in P-VAC at various levels, from village to national. Effective implementation of these guidelines will ensure each school has a child protection desk as a platform to report, monitor and address cases of violence in and out of school.

In 2022, HakiElimu facilitated the strengthening of 127 child protection desks in schools which were established in previous years to prevent and respond to violence against children. In this reporting period, a total of 912 cases were reported by students using the Sauti Yangu boxes, mainly on gender-based violence, physical abuse, bullying, and child labour, which were effectively dealt with by the school management together with the school committee.

2.1.4. Raising Students' Awareness of Gender Equity, Child Rights, Social Entrepreneur and Life Skills

HakiElimu has also facilitated capacity building of 3,544 children (2,664 girls and 880 boys) on child rights, girls' rights, sexual and reproductive health and rights, and life skills. Using a peer to peer approach, the trained students mentored a total of 49,381(27,982 girls and 21,399 boys). A total of 335 capacity-building sessions were conducted across 127 schools by matrons/patrons, Senior Female Focal Friends, and LGA officials (health care providers, social welfare officers, and community development officers). This training has equipped students with the knowledge and skills required to respond to various gender-related challenges, including violence, menstrual hygiene management, and negotiation, which help them to make informed decisions. The evaluation of the GRTI planned to be conducted in 2023 will reveal the impact of these training.

Moreover, champions in the programme schools, using the knowledge gained from the entrepreneur skills training, started social entrepreneurship projects such as soap making, gardening, tree seeds nursery, and making sanitary pads. Up to the end of the reporting period, 44 social enterprises are still functional and mostly focus on vegetable gardening, maize and banana farming, poultry, soap making, and shops to sell school amenities. The majority of these enterprises (36) are generating income, which is mainly used to support female students in need of learning materials and uniforms. The social enterprises have also continued to create opportunities for the gender champions to put the skills they have learned through club sessions into action and contribute to building self-esteem.

Also, gender clubs from 67 programme schools in 12 Programme Districts in Tabora, Ukerewe, Geita and Babati, Sumbawanga, Tunduru, and Masasi were facilitated to organise events during menstrual hygiene day and International Day of the African Child. In all these events, champions were facilitated to present messages through drama, songs, speech, and choir. Champion members of the 67 schools were able to demonstrate different campaign events based on the knowledge gained through their clubs, especially the making of reusable sanitary pads. These events were organised in the presence of government leaders and decision makers, including the District Commissioners, District Administrative Secretaries, Council Directors, and Education Officers at the district and ward levels. For example, in Bariadi the guest of honour (District Commissioner) made a speech and responded to the issues raised regarding child protection and menstrual hygiene.

2.1.5.Promoting Students' Retention and Transition

The current strategic priorities include preventing violence against children in school, girls' retention and transition, and disability inclusion. From the previous Strategic Plan, HakiElimu has been identifying and supporting students, especially girls at risk of dropping out.

In 2022 HakiElimu facilitated 44 female Friends of Education to train 2,540 members of the child



Photo 5: Bariadi DSWO in Discussion with Pupils at Gamondo 'A' primary school.

protection desks (1,905 girls and 635 boys) on gender-based violence, children's rights, sexual and reproductive health and rights, life skills, and making reusable sanitary pads. In addition, 207 students (32 girls and 175 boys) and 471 parents (275 females and 196 males) were trained on how to sew reusable sanitary pads. As a result, a total of 8,918 sanitary pads were produced and distributed to 5,674 girls who otherwise could have missed classes during menstruation, due to a lack of sanitary pads.

During same period, the Friends of Education, matrons, and patrons monitored girls' school attendance to identify those at risk of dropout. In this reporting period, a total of 1,128 girls at risk of dropout were identified in 127 HakiElimu programme schools. Of those identified, 1,084 who were absent for more than 15 days due to attending farming activities and lack of school amenities were supported to return to school through counselling and provision of school amenities, such as exercise books, pens, and reusable sanitary pads. However, 46 girls dropped out of school due to pregnancy. To reduce pregnancy cases, Friends of Education in collaboration with community development officers decided during annual reflection meetings to use bi-weekly sessions in 2023 to raise more awareness among students, and emphasised for Gender Club members to increase peer to peer sessions on sexual reproductive and health rights skills.



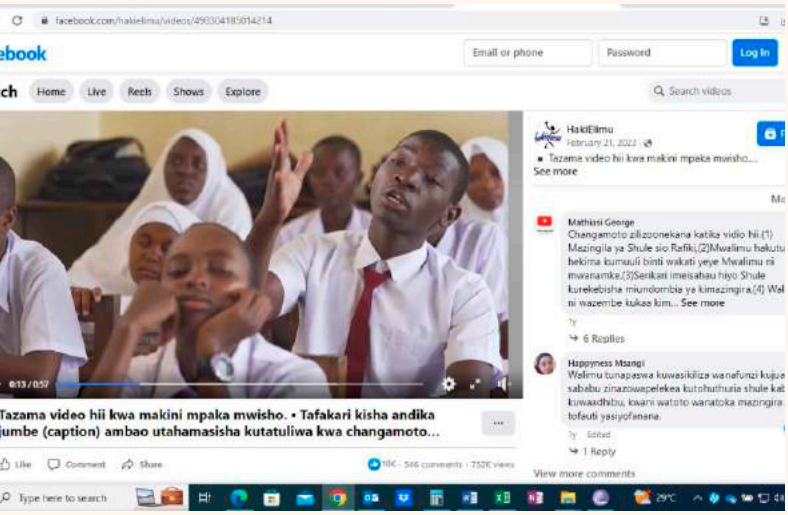
Photo 6: Gender Club members participating in different campaigns/events for girls' education.

2.2. Outcome 2: Improved citizens' and CSOs' ability, collaboration, and confidence to participate and influence change in education governance and democracy

In this outcome, HakiElimu seeks to promote citizens' participation and engagement to make a difference in schools and society by strengthening the citizen movement to influence change and advocate for a democratic culture in schools. The activities and results achieved under this outcome are provided below in subsections below.

2.2.1. Promoting Citizens' Awareness of Gender and Violence against Children

In 2022, HakiElimu continued to create awareness among citizens on how gender-insensitive school environments can hinder girls' active participation in learning, sensitising, creating awareness, fostering debate, and calling for their involvement in addressing challenges affecting girls' education. HakiElimu launched the campaign ***#OndoaVikwazoAsome*** in February 2022 by broadcasting a TV spot[5] that shows how a gender-insensitive school environment hinders girls' active participation in learning. The spot was aired on nine media stations, two TV stations (ITV, Azam TV Sports), and seven radio stations[6] with a total of 1,459 minutes of air time (720 minutes



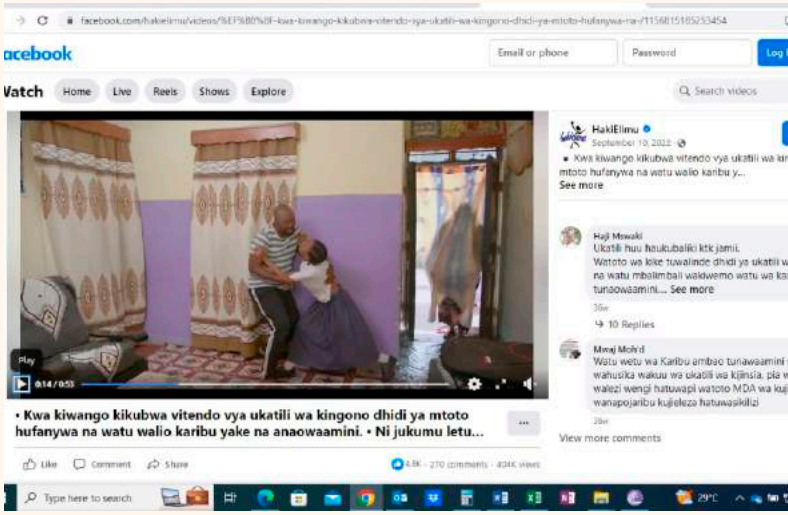


Photo 7 left and 8 right: HakiElimu advocacy campaign on digital platforms

purchased and 739 minutes bonus), attracting 18,800,000 viewers, 2,424,000 listeners, and reaching 756,164 followers through our social media platform, engaging 10,300 likes, 388 shares, and 580 comments. The campaign gained a positive response from online users, most of them calling for education stakeholders to improve the learning environment for girls so that they study in a friendly environment.

In September 2022, HakiElimu launched the second campaign to end gender-based violence in a home setting. The campaign was dubbed #***Mjomba*** and depicted how close relatives can be perpetrators of sexual and gender-based violence in a home setting. The campaign was communicated through TV and radio spots where a total of 216 minutes was aired on two TV stations and two Radio stations7. On our social media platforms, the Mjomba campaign attracted 407,841 views, 4,656 likes, 220 shares, and 295 comments. This campaign had mixed reactions from the fans, however most agreed that the majority of violent actions against school girls happen at home and relatives are the main perpetrators.

In 2022, HakiElimu set up an Interactive Voice Response System (IVR)[7] [8]where parents can call in and get information to enhance their knowledge and understanding of gender-based violence, child protection, and child protection rights. Since its establishment, parents made 5,228 calls to seek information about child rights, responsibilities and employment, the learning environment, prevention of violence against children, and parental responsibilities. More than 4,244 parents/ citizens were reached by the 52 SMS campaigns, which were designed to change their attitudes on girls' education and rights and influence them to participate in meetings/events to discuss issues affecting girls' education. A total of 5.7 million online users were reached by the campaign, with 288 messages shared through photos, stories of change, comics, and videos. These received 469,269 reactions from online users, that include comments, likes, and sharing of the messages via HakiElimu's digital platforms especially Facebook, Twitter and Instagram.

2.2.2. Facilitating Friends of Education to Monitor Education Financing

Throughout HakiElimu's 20 years of campaigns, a network of over 45,000 Friends of Education has been created to promote citizen participation in decision-making platforms and mobilise citizens to develop locally-led solutions to education challenges. In the period under review, HakiElimu facilitated Friends of Education at the district level to engage in Public Expenditure Tracking Surveys (PETS). A total of 117 Friends of Education (44 females and 73 males) in 22 districts were involved to track 88 construction projects (toilets, classrooms, and hostels) worth TZS 2.7 billion in 160 schools (120 primary and 40 secondary schools). PETS discovered that only five projects were completed on time, whilst 75 projects worth TZS 2.51 Billion were not completed as the government disbursed only 50% of the funds required for the completion of projects. To advocate for the completion of the 75 projects, Friends of Education organised 13 dialogues to share PETS findings where a total of 1,276 stakeholders (349 LGA leaders (135 females and 214 males), 558 teachers (225 females and 333 males), 256 school committee and board members (104 females and 152 males), and 117 Friends of Education (44 females and 73 males) participated in the district dialogues. Through the dialogues, LGAs committed to complete the remaining projects after receiving funds from the central government, and by the end of the reporting period a total of 37 projects were completed. Friends of Education will continue to follow up with Local Government Authorities (LGAs) on the remaining uncompleted 38 projects in 2023.

2.2.3. Partnership and Collaboration for Learning and Joint Advocacy

In June 2022, HakiElimu and Impact and Innovation Development Centre-Uganda co-hosted the 6th Annual Learning Convening in Preventing Violence Against Children (P-VAC) in East Africa



Photo 9: Commissioner for Social Welfare (MoCDGWSG), Dr Nandera Mhando addressing the media during the 6th Annual Learning Convening in Preventing Violence Against Children in East Africa.

to learn on evidence and scaling up interventions to maximise the impact of P-VAC. The event involved 56 participants from local government, Friends of Education, CSOs, and NGOs from Tanzania, Kenya, Uganda, and Ivory Coast, with the Commissioner for Social Welfare from the MoCDGWSG as the event's guest of honour.

HakiElimu also continued to host the Sub-Saharan Africa Regional Hub of the Coalition for Good Schools. The Coalition is formed of 13 Global South practitioners committed to ending violence against children in schools (VACiS). CGS seeks to influence the Global Agenda on preventing violence against children in schools by sharing, advocating, and amplifying the Global South experience, learnings and priorities with policymakers, donors, and fellow practitioners. In the period under review, the Coalition for Good Schools, led by the Sub-Saharan Africa Regional Hub hosted by HakiElimu and supported by Children's Institute and Raising Voices, has prepared and hosted three online seminars (75 minutes each) to highlight the findings from the Coalition's evidence review. The Hub has also mapped regional actors and key allies and developed a database of stakeholders involved in preventing violence against children in schools. As a result of the seminars, HakiElimu, in the capacity of the Hub Coordinator, is developing an advocacy brief to engage and influence key decision-makers in preventing violence against children in and through schools in the region.

2.2.4. Improving the Learning Environment through Community Initiatives



Photo 10: Girls' toilet in Tamkeri primary school before HakiElimu interventions.



Photo 11: Girls' toilet in Tamkeri primary school after HakiElimu interventions.

[5] HakiElimu TV spot on Girls Education.
[6] Clouds Fm, Radio Free Africa, Mashujaa Fm, Kings Fm, Radio Kili Fm, Standard Fm and Storm Fm.
[7] Interactive Voice Response (IVR) is an automated phone system technology that allows incoming callers to access information via a voice response system of pre-recorded messages without having to speak to an agent, as well as to utilise menu options via touch tone keypad selection or speech recognition to have their call routed to specific departments or specialists.
[8] To access HakiElimu toll free IVR number Dial: 0800750244.



Photo 12: Girls' toilet in Nkilizya primary school before HakiElimu interventions.



Photo 13: Girls' toilet in Nkilizya primary school after HakiElimu interventions.

Inadequate conditions of schools' infrastructure and a poor classroom learning environment are among the barriers to successful learning and academic development in rural and urban schools. In addressing such challenges, HakiElimu raises community awareness for the community to be a change agent by initiating projects to solve the learning and teaching environment issues by mobilising resources from parents. In 2022, eight construction projects were initiated by communities in eight programme schools: Tamkeri-Serengeti, Buzegwe Primary and Nkilizwa Primary-Ukerewe, Umoja Primary-Arusha, Dundani Secondary-Mkuranga, Nyakabindi Secondary, Mahaha Primary-Bariadi and Engorika primary school in Arusha. These projects focused on improving girls' menstrual hygiene facilities and toilets to ensure they are safe and that girls remain in school. A total of 1,600 girls are now benefiting from the construction of 72 pit latrines, with the ratio of one pit latrine to 20 students, a special changing room for girls during menses, and a dedicated toilet for children with disabilities. A monitoring visit conducted in the sampled districts indicated that more than 85% of school girls are comfortable attending school while in, or expecting to start their menstrual period.

2.2.5. Empowering Women to Support their Children's Education

HakiElimu also continued its commitment to strengthening women's economic empowerment groups formed in 2021, to enable them to develop economically and be capable of supporting the education of their children, especially girls. In this reporting period, more than 680 women were trained in income generation, financial management, and leadership and were linked to community development officers and other potential stakeholders. As a result of the training, these women's groups started income-generating activities like soap making and selling, selling sugar, poultry farming, and horticulture. Through these groups, women are now able to fulfil their parental responsibilities of supporting their children in meeting school demands.





Photo: 14 right and 15 left Women's groups during their weekly sessions

2.3. Outcome 3: The Government has improved transparency, responsiveness, and accountability for public participation in education governance and democracy

In this outcome, HakiElimu seeks to promote transparency and accountability on access to information, citizen participation in the budget processes, improved budget openness through the timely publication of budget documents, policy planning, and implementation, reflecting citizens' priorities and increased resource allocation in the education sector to reflect international commitments ratified by the government. The activities and results achieved are provided in subsections below.



Photo: 16 LGA officials and Councillors from 12 GRTI Project Districts reflecting on gender lens annual budgeting

2.3.1. Promoting Gender-Responsive Budgeting

In 2022, HakiElimu trained 134 LGA officials on their roles and responsibilities and how they can plan whilst prioritising addressing education challenges, particularly those affecting girls, during budget planning for the fiscal year 2022/2023. The training also engaged 60 councillors (17 females and 43 males) and 74 district council officers (29 females and 45 males) from Arusha, Babati, Bariadi, Serengeti, Ukerewe, Geita, Sumbawanga, Tunduru, Masasi, Kilwa, Mkuranga and Tabora. Reports from 10 districts[9] revealed progress in addressing girls' education challenges by allocating a total of Tzs 4.9 billion to construct pit latrines, hostels, water supply, and sanitary pads. A total of 1,485 pit latrines worth Tzs. 1.43 billion, benefiting about 77,487 girls and 56 dormitories for girls worth Tz. 2.73 billion benefiting 5,872 girls were constructed.

2.3.2. Advocating for Increased Financing in Education

In 2022, HakiElimu prepared a pre-budget statement highlighting the need for government to increase financing to improve the implementation of the Education Sector Development Programme to promote access and quality of learning. HakiElimu used the pre-budget statement to engage with the Parliamentary Committee on Welfare and Social Service as part of its advocacy to increase financing for infrastructure, especially the construction of 10,000 classrooms in secondary education. These would accommodate extra students who were expected to join form-one classes in January 2023 being the first form one intake from a product of fee-free implementation since 2016. During the implementation of the 2022/23 education budget, the government released a total of TZS. 160 billion for building 8,000 classrooms in September 2022 as part of the preparations to accommodate 400,000 incoming form one students in January 2023.

2.3.3. Advocating for Transparency in the Budgeting Processes

In 2022, HakiElimu implemented interventions to promote transparency and accountability to ensure effective utilisation of resources and enhance citizen participation in policy and budget processes. In collaboration with International Budget Partnership, HakiElimu conducted an Open Budget Survey (OBS)[10] which was launched in April 2022. In this report, Tanzania scored 21 points out of 100 implying that the Tanzania Government provides limited information on the budget process. The report showed that only five out of eight budget documents were publicly available in the fiscal year 2020/2021. HakiElimu collaborated with UNICEF-Tanzania and strategically engaged the Ministry of Planning and Finance to share and discuss the methodology, findings, and recommendations of the OBS, which resulted in the preparation of a one year-road map to improve budget transparency for the financial year 2022/2023. As part of implanting the road map, the Ministry of Finance published the executive budget proposal timely (June 2022) on the ministerial website which was previously published in the fiscal year 2015/2016.

[9] Arusha DC, Babati TC, Bariadi TC, Serengeti DC, Ukererwe DC, Geita TC, Sumbawanga DC, Tunduru DC, Masasi DC, Kilwa DC

2.4. Outcome 4: Strengthened organisational capacity, policies, systems procedures, and governance for effective programme delivery

HakiElimu has carved out a unique position as a strong institution with solid leadership and governance and effective strategies to bring impact. HakiElimu has well-established financial management systems and controls. It has adequately managed multi-million dollar grants from different donors while maintaining clean audit reports since its inception.

Under this Strategic Plan, HakiElimu aspires to strengthen Monitoring, Evaluation, Accountability, and Learning capacity (MEAL), resource mobilisation and partnerships, financial management systems and procedures, and improve staff capacity and governance teams. Subections below provides details of activities and results achieved under this outcome.

2.4.1. Monitoring Evaluation Accountability and Learning (MEAL)

2.4.1.1. End-line Evaluation of the "Accountability for Girls Education (AGE) project"

This year, HakiElimu evaluated the Accountability for Girls Education project to generate evidence on how the project reached the planned outcomes. Although the project successfully advocated for changes in re-entry policy, SRHR awareness, life skills, reporting of VAC issues, and improvements in a learning environment to improve girls' retention, the evaluation recommended a more gender-responsive intervention to enhance equity in access to quality education. This recommendation is key in future project design, as it has been a concern shared by many boys in intervention schools where girls' learning environments were supported and boys had similar or worse challenges such as lack of pit latrines.

2.4.1.2. Endline- Evaluation of the "Je, Tuko Pamoja Project"

HakiElimu also conducted an end-line evaluation of the Je, Tuko Pamoja Project (Are We Together). This project focused on inclusive education. It was a five-year project implemented from October 2017 to October 2021. The project supported girls and children with disabilities in 127 public schools (63 primary & 64 secondary) in 22 Districts in Tanzania Mainland. The evaluation report revealed that the HakiElimu intervention has made a significant impact in promoting accountability in improving enrolment, retention, transition, and learning outcomes among students with disabilities in the targeted schools. The evaluation report has informed the designing of HakiElimu's strategic plan for upscaling inclusive education and other interventions.

[9] Global Survey to measure budget transparency that involves 115 countries. HakiElimu is the researcher for Open Budget Survey in Tanzania.

2.4.1.3. Mid-term Review of the "Girls Retention Transition Initiative project"

HakiElimu conducted a mid-term review of the GRTI project which mainly intends to promote gender equality in retention, transition, and educational attainment in Tanzania. This is a threeyear project (from 2019/20 to 2022/23) designed to benefit 15,000 girls aged 10-19 from 67 primary and secondary schools in 12 Districts of Tanzania's Mainland. The review revealed that improving the teaching and learning environment has a significant contribution to girls' retention and transition. The report also informed the 2023 organisation's annual plan.

2.4.1.4. Building the Capacity of Project Volunteers on Routine Monitoring and Reporting

As part of strengthening the MEAL system, HakiElimu trained 120 Friends of Education on regular monitoring and reporting, performance indicators, frequency, and model of reporting and they were introduced to the 2022-2026 Strategic Priorities. They were provided with mobile phones equipped with electronic data collection software to ensure timely data submission. The training and support ensured effective participation of friends of education in the 2022 School Performance Monitoring and also has enabled the submission of their monthly reports on time based on school activities.

2.4.1.5. Monitoring of Projects and Prorammes

The MEAL team has continued to play a leading role in conducting onsite project monitoring. In this reporting period, two quarterly field visits were carried out, covering 12 districts. The exercise aimed to check what was happening at the grassroots level and provided coaching and mentorship to the implementers for keeping the project on track and attaining the intended outcomes. The team also documented challenges and lessons learned and shared them to programme teams to improve programme implementation.

2.4.2. Effective Leadership, Governance, and Quality Assurance

HakiElimu has continued to strengthen its performance and continued to deliver for impact while supporting and mentoring other small national and local organisations. The HakiElimu's Management Board and Members have continued to discharge their different mandates in order to ensure that the unique position and credibility that HakiElimu that established over the years is maintained. As envisioned in the 2022 – 2026 Strategic Plan, HakiElimu aspires to continue strengthening its capacity in Monitoring, Evaluation, Accountability and Learning; Resources Mobilization and Partnerships; Financial Management and Staff Capacity.

2.4.2.1. Networking and Partnerships

HakiElimu has continued networking and strengthening partnership with different national and international CSOs such as IBP, ANCEFA, CGS, RELI, TEN/MET, Policy Forum, THRDC, and academic institutions to realise our objectives. As usual, we have played active role in different networks that we are part of including chairing of the Boards of some of those networks such as TEN/MET, ANCEFA and RELI. HakiElimu has continued representing CSOs in the high-level education sector dialogue structure such as ESDC Technical Working group, ESDC and AJESR meetings whereby our contribution was clearly felt and appreciated.

2.4.2.2. Donors Relations and Accountability

HakiElimu has continued to cultivate good relationship with development partners through the partnership principal, including mutual respect and transparency. In the period under review, three new development partners (UNDEF, Echidna and Malala Fund) were brought onboard; two joint DPs meetings were conducted to review programmatic and financial performance and to discuss HakiElimu's plans and priorities. During these meetings, DPs had the opportunity to provide joint feedback on the performance of different programmes and projects and discussing issues of common interest. HakiElimu is so grateful to the generous support received from all Development Partners which enabled us to fulfil our plans in the 2022.

2.4.2.3. The HakiElimu Board and Members Oversight

The Board of HakiElimu has continued with its oversight role, whereby two statutory and 3 extra ordinary meetings of the two Board Committees and the Board were conducted in which among many things they received, reviewed, and discussed both the progress reports and audited financial statements, Risk Management Register and provided various directives to strengthen the organisation's performance and risks management. The Media Policy that intends to provide clear guidance on the effective engagement with both traditional and social media was approved during the year. On the other hand, the Board approved the minor revision of the Financial Policies Manual and the Board Charter which intend to strengthen compliances and the performance of the Board.

HakiElimu Members who are legal owners of the organisation have conducted the Annual General Meeting (AGM) whereby Members had the opportunity to discuss and deliberated several issues including approval of the 2022 External Auditor and recruitment of two new Board members. It should be noted that the AGM is the highest governance organ of the Organization which appoints and assess the performance of the Board including the power to amend the Organization's Constitution.

2.4.2.4. Winner of the 2021 Tanzania Digital Award

In 2022, HakiElimu emerged as a winner of the 2021 Tanzania Digital Awards in recognition of its advocacy on digital platforms. The Tanzania Digital Awards is an initiative established to honor creativity, innovation, and efficacy in harnessing the digital space for positive societal changes in Tanzania.

2.4.3. Financial Performance and Staff Development

2.4.3.1. Staff Development and Management

In the year under review, HakiElimu has recruited five new employees (3 female and 2 male) to fill in vacant positions to make a total of 29 staff (18 male, 11 female). The positions recruited are the Human Resource Coordinator, Program Officer-MEAL, Program Officer-RIPA, Accountant, and IT Officer. HakiElimu ended the year 2022 with 29 staff (18 male, 11 female). We have also conducted 6 in-house learning sessions which were attended by an average of 20 staff to enhance staff skills in technical areas where we currently see gaps. 3 staff have attended ITP Gender Statics focusing on gender-responsive budgeting under the sponsorship of a Swedish Institution and 2 have attended IPSAS training to ensure that they support and managed the migration of using IFRS to the IPSAS accounting and reporting system as required by the law.

2.4.3.2. Financial Performance

HakiElimu has continued strengthening its operating systems in the period under review to ensure compliance with its policies and accountability to different stakeholders including the Government and Development Partners. The strong internal control system has ensured that HakiElimu maintains cleanliness even in the year 2022. The annual spending was 91.4% of the 2022 approved budget. The summary of the spending is provided in Table 1 below. To increase further operational efficiency, HakiElimu is currently piloting the newly established system known as ERP. In addition to increasing efficiency, the ERP[12] system will significantly reduce the use of paper as most of the approvals will be done electronically. The ERP will be fully operational in 2023.



Photo 17: Part of the Management Team and Staff during the official reception of the Tanzania Digital Award.

Table 1: Budget Performance 2022

OUTCOME	PROGRAMMATIC OUTCOME	Budget TZS ('000) 2022	Expenditure TZS ('000) 2022
Outcome 1	Improved access and quality of learning for all children in schools	1,015,243	831,985
Outcome 2	Improved Citizens' and CSOs' ability, and confidence to participate and influence change in education governance and democracy	1,483,143	1,309,224
Outcome 3	Improved Government's Transparency, responsiveness, and accountability for public participation in policy process and implementation	637,454	658,752
Outcome 4.1	Monitoring, Evaluation, and Learning	579,320	522,840
	Program staff cost	1,539,533	1,498,924
	Total Direct Program Cost	**5,254,693**	**4,821,725**
Outcome 4.2	Leadership, Governance & Quality Assurance	974,176	914,277
Outcome 4.3	Support Services and Finance	874,047	938,676
	Total Indirect Cost	**1,848,223**	**1,852,953**
	Grand Total	**7,102,916**	**6,674,678**

Source:
HakiElimu 2022 Financial Records.

[12] Enterprise resource planning (ERP) is a software system that helps you run your entire business, supporting automation and processes in finance, human resources, manufacturing, supply chain, services, procurement, and more.

3.

Challenges and Lessons Learned

3.1. Challenges

3.1.1. Low participation of men in community-based education forums

Men's participation in community forums was very low. Women were the main participants during campaign events in all districts. HakiElimu will continue to sensitize communities on the importance of male involvement in discussion forums and deliberations on addressing educational challenges.

3.1.2. Public concern that male children are left behind

The public is concerned that HakiElimu's vision ensures no child is left behind in accessing quality education, yet the interventions in some of the major projects target mainly girls. As a result, they feel boys are left out, while they also face many challenges and no one is speaking for them. HakiElimu continues to mobilize and engage parents to be fully accountable for both their girl and boy children.

3.1.3. Public dilemma on the language of instruction

The public is divided on the idea of using Kiswahili as a medium of instruction in addressing the equity issue and improving the learning outcome. Those who are opposing the use of Kiswahili argue that using Kiswahili as a medium of instruction will result in students not understanding the English language and thus will fail to compete in the labour market, compared to students from English Medium Schools. HakiElimu's position is that the current language policy is an obstacle to effective learning and teaching because students as well as teachers are not sufficiently competent in English. In addressing this divide and bringing more clarity to the campaign, HakiElimu has planned to expand the media campaign and advocate for proper teaching of

the English language as an important communication language whilst emphasizing the use of Kiswahili as a medium of instruction in secondary education to ensure that children are learning properly.

3.2. Lessons Learned

3.2.1. The engagement of political leaders enhances project implementation

Engaging Regional and District Commissioners have been very useful in obtaining support for HakiElimu interventions in Programme Districts, especially introducing projects and sharing progress during bi-annual reflection sessions. HakiElimu will maintain these collaborations to maximise the implementation of its intervention to achieve more impact in programme districts.

3.2.2. Collaboration between the Government and CSOs accelerates the intended policy changes

Policy influencing requires strong partnerships with the Government, NGOs, and CSOs to fast-track policy changes or guidelines reviews. This is evident in the review of guidelines to establish in and out-of-school child protection desks which were delayed due to competing priorities and a shortage of government resources until NGOs intervened with finances and technical expertise to ensure the timely accomplishment of the review.

4.

Annexes

4.1. Success stories from programme schools and communities

4.1.1. Friends of Education Inspires Schools to Reinstate Self-Reliance Projects

In the 1970s and 80s schools were seen as a place where children not only go to learn academic matters but also as a place to shape children's attitudes, inculcating them with different skills that helped to shape their future life more constructively. This approach was put on shelves as most of the schools stopped implementing self-reliance projects, and the government no longer emphasized this philosophy despite its importance. This negatively impacted some schools. Schools became ineffective to produce food to feed their students, and the overwhelming dependency on the government and parents to cater for most of the schools' needs including food.

While on their routine engagement with the schools, the Friends of Education noted the challenges students were experiencing due to the lack of feeding programs in schools. Reflecting on their prior experience, they thought of reinstating self-reliance projects which not only help to produce food for students but also instil important skills in them and help to generate income to sustain some of the projects established in schools such as repairing sewing machines and buying materials for making reusable sanitary pads.
"We started by sensitizing the champions who in turn went on to mobilize all the students who agreed to cultivate and undertake banana plantation. Now the project is going on well. We hope it will provide enough for feeding the students and the excess will be sold to maintain some of the established projects" Said Gaudence Igoshalimo, SFFF Babati.

Using social media, the Friends have been sharing their innovations among themselves for learning purposes and replication. Through the platform, this practice has spread in most of the program schools. Self-reliance projects with similar objectives have been launched and operating in several



Photo: Self-reliance project at Halla primary school in Babati.

different schools in Babati, Njombe, Arusha, and Bariadi. Many students and teachers have been sensitized by the Friends and are motivated to operationalize Self-reliant projects enthusiastically and the results are notably good. *"It is something worth adopting. We are extremely happy with this innovation brought to us by the Friends of Education. We were struggling to mobilize parents to contribute food for students, sometimes instituting drastic measures to enforce the parents. This initiative not only helps us to produce foodstuff to feed our students but also is an instrument worth to reduce the tension we used to have with the parents".* Said the Headteacher of Halla Primary in Babati



Photo:
A self-reliance project at Mpechi secondary school in Njombe

This practice provides a further reflection to stakeholders to engage the government with evidence to reinstate the discussion on our education philosophy, which once was constructed on the line of "self-reliance". We want to define and put clearly what we want in our education. The Friends of Education have shown the way with this evidence.

4.1.2. How Strengthened Entrepreneurship Skills Impacted the Education of my Children.

Salome Bilia (33 years) is a mother of four from Namagondo village, Ukerewe District, Mwanza Region. She can now provide her daughter with school needs following entrepreneurship training facilitated by the Friends of Education in collaboration with district officials through the coordination of HakiElimu. This has enabled Salome to start two businesses (poultry keeping and a restaurant) which has boosted her income.

She recently told HakiElimu staff how she manages her daughter's school needs, unlike in the past when it was difficult for her to do so. "I started this project with three chickens in October 2021, and since then, I have sold many chickens and eggs to meet my children's school needs, and I still have 20 chickens", said Salome.

Salome also said that she runs the business at a minimal cost because the poultry is free-range (the chickens roam around, foraging for food). The price of a rooster is TZS. 15,000, a hen is TZS. 10,000, and an egg is Tsh. 500. The poultry also gives her fertilizer for her vegetable garden. Furthermore, she said that after selling several chickens, she got capital and started a restaurant business to boost her income.



Photo: Salome's poultry project.



Photo: Salome's food selling point (restaurant)

"I also make tea and snacks like buns, chapati, and make. In a day, I can earn TZS. 70,000 (making a profit between TZS.8,000 and TZS.15,000) to meet my family's needs", she said.

Alistelia John (15 years), Salome's daughter, studying at Namagondo Secondary School, form III class says that the benefits of her mother's businesses, apart from getting what she needs for school on time, also having enough food to eat at home.

"I remember before my mother had these businesses, I would sometimes wait for my classmates to finish writing so that I can borrow their pen, which made me fail to complete assignments on time and delayed me in submitting them to my teachers", said Alistelia. She also said that her three younger siblings, who are studying in primary school, get what they need for school on time. Her mother's businesses have also helped them afford other things, such as food and clothes.

Renifrida Makarius, the school's matron congratulated HakiElimu for the GRTI project which has helped to raise the academic performance of female students who live in difficult situations. Renifrida also said that after Alistelia's mother started her business, Alistelia's attendance increased from 50% to 75% per month, and her academic performance improved (from getting Division III in her 2021 form I annual results to Division II in her 2022 form II national exam).

4.1.3. Champion Clubs give rise to an entrepreneur

Mwajuma Mikidadi is a young woman who completed form four at Dundani Secondary School, Mkuranga District, Coast Region. Dundani is one of the schools that implement the GRTI project. While at school, Mwajuma was a member of the Champion Club.

Her membership in the Club exposed her to several self-development opportunities, including practical training using sewing machines, starting social enterprises, as well as life skills. Through this exposure, Mwajuma developed her self-esteem and capacity to identify and take advantage of available opportunities.

After completing ordinary secondary education, Mwajuma applied the knowledge and skills she gained from the Champion Club to start both a tailoring project and a soap-making business (both liquid and bar soaps). Instead of continuing with her upper secondary education, Mwajuma decided it was more important for her to benefit her family by becoming a businesswoman.

The small business provides herself and her family with enough money for their basic needs. Additionally, her fellow villagers are benefiting from Mwajuma who is teaching them practical skills in sewing and soap making.
"I thank HakiElimu for the support, my dream of becoming a businesswoman has come true"
Mwajuma Mikidadi

4.1.4. New toilets transform Nyakabindi Secondary School

Nyakabindi Secondary School, which is located in Bariadi District, Simiyu Region, has greatly benefited from the GRTI project. The project has brought a lot of excitement and awareness to the school, especially academically. Also, it has helped improve the school infrastructure by facilitating a water supply and the construction of toilets.

The school had a serious water problem with students being forced to walk five kilometres to fetch water for use in the school. As most students went to fetch water, this affected the teaching and learning sessions.

In 2019, HakiElimu, together with the community, was able to draw water from a deep well to the school and install a large water tank. They also distributed water faucets that provide water to the school. The availability of water in Nyakabindi Secondary School has made a large impact. It has also been a great stimulus to raise school performance, especially for girls, since they can attend school and access water during their menstruation.

In addition to that, Nyakabindi Secondary School had only two toilets which were used by 276 girls, a situation that meant students had to queue when they wanted to use the toilet. In 2022, HakiElimu together with the community built a toilet with eight pits and a special changing room for girls during their menstrual period. The construction of these toilets has helped to raise the spirits and morale of girls to enjoy school and attend all of their lessons. The toilet construction has led to increased school attendance and improved academic performance among girls from 72% to 91%of pass rate in the Certificate of Secondary Education Examination between 2020 and 2022.





Photo: Old and new toilets at Nyakabindi Secondary School, Bariadi - Simiyu.


UWAJIBIKAJI WA PAMO
KUGHARAMIA ELIMU BO
NA JUMUISH

5.

FINANCIAL STATEMENTS

HAKIELIMU

STATEMENT OF RESPONSIBILITIES OF THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2022

21. EVENTS AFTER THE REPORTING PERIOD

There were no events after reporting period.

22. POLITICAL AND CHARITABLE DONATIONS

The Organization did not make any political or charitable donations during the year.

23. AUDITORS

Name of Auditor	**Claritas International**
Physical Address	4th Floor, 395 Ursio Building, Morocco, Mwai Kibasi Road, P.O. Box 76062, Dar as Salaam Tanzania
Firms Registration	Registered pursuant to and in accordance with the provisions of the Business Names (Registration) with certificate of registration number 206774.

	Also, registered under Accountant and Auditors registration Acts 1972 as amended in 1995
TIN Number	111-043-620
Appointment of the auditor and any rotation requirement.	Engagement of the Auditors is through a competitive procurement solicited process as per procurement rules and regulations. Auditors are allowed to Audit for up to three years beyond which they must be rotated.

24. STATEMENT OF COMPLIANCE

The directors accept responsibility for the Financial Statements and confirmed compliance with provisions of TFRS 1 standard and all other statutory legislations relevant to Organization.

By order of the Board;

Mr. Richard Mabala
Chairperson
Date: 31-03-2023

Dr. John Kalage
Executive Director
Date: 31-03-2023

HAKIELIMU

DECLARATION OF THE HEAD OF FINANCE FOR THE YEAR ENDED 31 DECEMBER 2022

The National Board of Accountants and Auditors (NBAA) according to the power conferred under the Auditors and Accountants (Registration) Act. No. 33 of 1972, as amended by Act No. 2 of 1995, requires Financial Statements to be accompanied by a statement of the declaration issued by the Head of Finance responsible for the preparation of Financial Statements of the entity concerned.

It is the duty of a professional accountant to assist the Board of Directors to discharge the responsibility of preparing the Financial Statements of an entity showing true and fair view position of the entity in accordance with international accounting standards and statutory reporting requirements. Full legal responsibility for Financial Statements rests with the Board of Directors as under the statement of responsibilities of those charged with governance on an earlier page.

I, Peter Letema. being the Manager of Finance of HakiElimu hereby acknowledge my responsibility of ensuring that Financial Statements as at 31 December 2022 have been prepared in compliance with applicable accounting standards and with the International Public Sector Accounting Standards (IPSAS) and relevant statutory requirements relating to financial reporting.

I thus confirm that the Financial Statements give a true and fair view of the financial performance of the Organization for the year ended on 31 December 2022 and its financial position as on that date and that they have been prepared based on properly maintained financial records.



CPA Peter Letema
Position: Finance Manager
Support Service, Administration and Finance Department
NBAA Membership No: GA10376

Date: 31-03-2023

HAKIELIMU

STATEMENT OF RESPONSIBILITIES OF THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2022

The Directors of HakiElimu are responsible for the preparation of Financial Statements for each financial year which give the true and fair view of the state of affairs of the Organization as at the end of the financial year and its financial performance for that year. They are also responsible to ensure that the Organization maintains proper accounting records that disclose, with reasonable accuracy, the financial position of the Organization. Furthermore, they are responsible for safeguarding the assets of the Organization and hence for taking reasonable steps for the prevention and detection of fraud, error, and other irregularities.

The Directors accept responsibility for the Financial Statements, which have been prepared using appropriate accounting policies supported by reasonable and prudent judgments and estimates, in conformity with International Public Sector Accounting Standards (IPSAS) and relevant statutory requirements relating to financial reporting. The Directors are of the opinion that the financial statements give the true and fair view of the state of affairs of the Organization as at the end of the financial year and of its total profit or loss for the year in accordance with International Public Sector Accounting Standards (IPSAS).

The Directors further accept responsibility for the maintenance of accounting records that may be relied upon in the preparation of Financial Statements, as well as designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement.

Nothing has come to the attention of the Directors to indicate that the Organization will not remain a going concern for at least twelve months from the date of this statement.

Signed on behalf of the Board of Directors by:

Mr. Richard Mabala
Chairperson
Date: 31-03-2023

Dr. John Kalage
Executive Director
Date: 31-03-2023

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF HAKIELIMU

Chairman of the Board of Directors,
HakiElimu,
739 Mathuradas/UN Road,
P.O Box 79401,
Dar es Salaam,
Tanzania.

Report on the audited financial statements

Opinion

In our opinion, the accompanying financial statements present true and fair view of the financial position of the HakiElimu as at 31 December 2022, and of its financial performance and cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSAS) and NGO's Act No 24 of 2002.

What we have audited

The financial statements of HakiElimu comprise:

- The Statement of Financial Performance for the year ended 31 December 2022;
- The statement of financial position as at 31 December 2022;
- The statement of changes in net assets for the year then ended;
- Cash flow Statement for the year then ended; and
- The notes to the financial statements, which include a summary of significant accounting policies.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISA). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report.
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Organization in accordance with the International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants (IESBA Code) and the ethical requirements of the National Board of Accountants and Auditors (NBAA) that are relevant to our audit of the financial statements in Tanzania. We have fulfilled our other ethical responsibilities in accordance with the IESBA Code and the ethical requirements of the NBAA.

INDEPENDENT AUDITOR'S REPORT (CONTINUED) TO THE MEMBERS OF HAKIELIMU

Other information

The Directors are responsible for other information. The other information which we obtained before the date of this auditor's report comprises the Organization's General Information, Directors' Report, Statement of Directors' responsibilities and Declaration of the Head of Finance does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements, our knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work we have performed on the other information that we obtained before the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Director's responsibility for the Financial Statements

The Directors are responsible for the preparation of the financial statements that give a true and fair view in accordance with IFRS and for such internal control as the Directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Directors are responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.
Those charged with governance are responsible for overseeing the Organization's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a

INDEPENDENT AUDITOR'S REPORT (CONTINUED) TO THE MEMBERS OF HAKIELIMU

guarantee that an audit conducted in accordance with International Standards on Auditing (ISAs) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken based on these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control;

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directors;

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation;

- Conclude on the appropriateness of Directors' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.

- Obtain sufficient appropriate audit evidence regarding the financial information of the entities to express an opinion on the financial statements. We are responsible for the direction, supervision, and performance of the audit. We remain solely responsible for our audit opinion.

INDEPENDENT AUDITOR'S REPORT (CONTINUED) TO THE MEMBERS OF HAKIELIMU

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
We also provide the Directors with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

Report on other legal and regulatory requirements

As required by the NGO Act No 24, 2002 we report that:

- In our opinion, proper accounting records have been kept by HakiElimu,
- The individual accounts agree with the accounting records of the Organization; and,
- We obtained all the information and explanations which, to the best of our knowledge and belief, are necessary for the purposes of our audit.

Signed by:



CPA Chrisant Christopher, ACPA - PP No. 1781
For and on behalf of Claritas International
Certified Public Accountants

Dar es Salaam
Date: 31-03-2023

HAKIELIMU

STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2022

	Notes	2022 TZS'000	2021 TZS'000
REVENUE			
Revenue from non-exchange transactions	**5**	**6,674,678**	6,454,543
		6,674,678	6,454,543
Expenses			
Programs related costs	**6**	**(4,821,725)**	(4,553,949)
Administration costs	**7**	**(1,852,953)**	(2,032,695)
Total expenses		**(6,674,678)**	(6,586,644)
Operating surplus(deficit)		**-**	(132,101)
Deficit for the year		**-**	(132,101)
Other comprehensive income			
Revaluation loss		**-**	(1,114,661)
Total comprehensive deficit		**-**	**(1,246,762)**

HAKIELIMU

STATEMENT OF FINANCIAL POSITION FOR THE YEAR ENDED 31 DECEMBER 2022

	Notes	2022 TZS'000	2021 TZS'000
ASSETS			
Non-current assets			
Property, plant & equipment	**8**	**2,169,190**	2,241,905
Intangible assets	**9**	**32,240**	48,360
		2,201,430	2,290,265
Current assets			
Receivables from non-exchange transactions	**10**	**10,665**	13,402
Receivables from exchange transactions	**11**	**4,697**	13,905
Cash and Cash Equivalents	**12**	**2,474,100**	1,161,151
		2,489,462	1,188,458
Total assets		**4,690,892**	3,478,723
NET ASSETS			
Accumulated surplus		**2,269,628**	2,252,168
		2,269,628	2,252,168
Current liabilities			
Deferred income	**13**	**2,153,149**	868,750
Payable from non-exchange transactions	**14**	**6,474**	180,856
Payable from exchange transactions	**15**	**261,641**	176,949
		2,421,264	1,226,555
Total liabilities		**2,421,264**	1,226,555
Total net asset		**4,690,892**	3,478,723

The Financial Statements were approved by the Board of Directors and signed on its behalf by:

Mr. Richard Mabala
Chairperson
Date: 31-03-2023

Dr. John Kalage
Executive Director
Date: 31-03-2023

HAKIELIMU

STATEMENT OF CHANGES IN NET ASSETS FOR THE YEAR ENDED 31 DECEMBER 2022

	ACCUMULATED FUNDS TZS'000	REVALUATION RESERVE TZS'000	TOTAL TZS'000
At 01 January 2022	**1,959,753**	**292,415**	**2,252,168**
Prior year adjustments	**-**	**17,460**	**17,460**
Restated balance at 1 January 2022	**1,959,753**	**309,875**	**2,269,628**
Deficit for the year	-	-	-
At 31 December 2022	**1,959,753**	**309,875**	**2,269,628**
At 01 January 2021	268,800	3,230,130	3,498,930
Deficit for the year	(132,101)	-	(132,101)
Release of revaluation surplus	1,823,054	(1,823,054)	-
Revaluation loss	-	(1,114,661)	(1,114,661)
At 31 December 2021	1,959,753	292,415	2,252,168

HAKIELIMU

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2022

	Notes	2022 TZS'000	2021 TZS'000
Cash flows from operating activities			
Deficit for the year		-	(132,101)
Adjustment for:			
Depreciation and amortisation expense		**180,694**	143,482
Amortization of deferred capita grant		-	(38,391)
Loss on disposal		**2,619**	-
Revaluation loss		-	27,010
		183,313	-
Movement in working capital:			
Increase in receivables from non-exchanged transactions		**2,737**	-
Increase in receivables from exchanged transactions		**9,208**	(6,026)
Payable from non-exchange transactions		**(174,382)**	-
Payable from exchange transactions		**84,692**	-
Deferred income		**1,284,399**	(1,858,913)
Net cash flows from operating activities		**1,389,967**	(1,864,939)
Cash flow from investment activities			
Acquisition of property, plant and equipment	**8**	**(81,118)**	(3,025)
Proceed from disposal of motor vehicle		**4,100**	-
Net cash flow from investing activities		**(77,018)**	(3,025)
Cash flow from financing activities			
Capital grants received		-	3,025
Net cash flow from financing activities		-	3,025
Net increase/(decrease) in cash and cash equivalents		**1,312,949**	(1,864,939)
Movement in cash and cash equivalents			
Cash and cash equivalent at start of the year		**1,161,151**	3,026,090
Movement in cash and cash equivalents		**1,312,949**	(1,864,939)
Cash and cash equivalent at end of the year	**12**	**2,474,100**	1,161,151



“An Open, Just and democratic Tanzania where all people enjoy the right to education that promote equity, creativity and critical thinking”.

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