Annual Report 2024



hakielimu

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1. Tanzania Education Governance Context in 2024

Implementation of the Training Policy of 2014 Version 2023

The Government of Tanzania commenced implementing the revised Education and Training Policy and education curriculum in January 2024. This revision covered the entire education system, starting with pre-primary education and extending to primary education (Standard I and III) and lower secondary levels. In preparation for this significant shift, the government invested in teacher training, with 181,777 teachers (92,707 male and 89,070 female) being trained to deliver the new curriculum. In addition to teacher preparation, substantial investments were made in resources to support the implementation of the new curriculum.

According to the 2024 Education Sector Performance Report, 9,825,601 textbooks for primary school students (Standards I and III)[1] were distributed across 18,049 government schools. Furthermore, the government focused on improving the physical infrastructure of schools by constructing and rehabilitating 79,668 classrooms and 165,444 additional facilities. These efforts aim to create an environment conducive to effective learning and accommodate the expected increase in student enrollment.

The Government also took steps to advance vocational education by accrediting 96 schools, comprising 28 government and 68 private institutions. In 2024, 39 schools (25 government and 14 private) began offering vocational courses, providing a wide range of options for students to acquire practical skills for the workforce. As part of this initiative, 2,161 students (1,349 male, 812 female) were enrolled in vocational education.

The government also invested in teacher development to effectively implement vocational education. A total of 346 teachers (243 male, 103 female) were trained to deliver vocational subjects, ensuring that qualified professionals taught the curriculum. Additionally, the government prepared, printed, and distributed 34,842 textbooks specifically designed for vocational education.

The physical infrastructure for vocational education also underwent significant improvements, with 28 vocational schools being renovated to meet the requirements of the new curriculum. Furthermore, the government plans to expand vocational education by constructing 103 new vocational secondary schools. Phase one commenced in 2024 by allocating the budget to build 29 regional vocational secondary schools in the fiscal year 2024/2025, which will help further enhance access to vocational education nationwide.

Access and Equity in the Provision of Education

Pre-primary enrollment in government and non-government schools declined slightly by 0.2% from 1,679,542 in 2023 to 1,676,559 in 2024. Despite this, gender parity remained stable, with a Gender Parity Index (GPI) of 0.97, indicating almost equal enrolment for boys and girls. While government schools continue to dominate, non-government schools experienced a minor increase in enrollment, rising from 117,256 to 118,010, accompanied by an improvement in the Gender Parity Index (GPI) from 0.94 to 0.95, reflecting a gradual improvement in gender balance. Regional disparities reveal varied trends, with Katavi (11.7%), Manyara (6.4%), and Shinyanga (8.2%) experiencing growth in enrolment. Conversely, Lindi (-11.1%), Mtwara (-12.6%), and Iringa (-9.7%) saw declines. Meanwhile, the enrollment of pupils with disabilities increased from 6,120 in 2021/22 to 7,321 in 2023/24. Notably, the number of blind pupils rose from 272 to 704, and those with autism from 313 to 418, indicating progress in identification and enrollment. However, lower growth in multi-impairment and deaf-blind categories highlights ongoing barriers for children with complex disabilities.

Primary school enrollment declined slightly from 11,425,482 in 2023 to 11,391,185 in 2024, a 0.3% decrease. Government schools saw a 0.8% drop, while non-government schools grew by 8.3%, suggesting a shift

[1] The implementation of the revised curiculum will involve only lower grades (Grade I-III) while grade IV-VII will continue with old curiculum

towards private education. The gender distribution remained stable, with girls accounting for approximately 51% of the total enrollment. Regional enrollment trends varied, with Dar es Salaam (2.48%), Katavi (3.00%), and Pwani (2.42%) showing improvements. In contrast, Kagera (-2.56%), Geita (-2.18%), and Mara (-2.06%) experienced declines. The enrollment of pupils with disabilities increased from 6,987 in 2023 to 7,321 in 2024, signaling progress in inclusive education.

Secondary school enrollment trends from 2022 to 2024 indicate a steady increase in the total number of students, rising from 2.82 million in 2022 to 3.31 million in 2024. Gender distribution remains relatively balanced, with a Gender Parity Index of 0.98 in 2024. The number of students with disabilities in secondary schools has also slightly increased, rising from 16,120 in 2023 to 16,512 in 2024.

Teachers and Teaching

In 2024, Tanzania's education sector experienced notable growth and changes, particularly in the availability of teaching staff across pre-primary, primary, and secondary levels. The government's concerted efforts to enhance early childhood education are reflected in a 35.68% increase in the number of government teachers in pre-primary education, growing from 9,612 in 2023 to 13,042 in 2024. The overall teaching staff in primary education increased by 10.86%, from 207,323 teachers in 2023 to 229,840 in 2024. The number of government teachers increased by 10.09%, reaching 194,367, while the non-government sector experienced a more substantial rise of 15.24%, bringing the total to 35,473 teachers. However, while the government's pupil-teacher ratio (PTR) increased slightly from 1:55 to 1:56, non-government schools saw a notable improvement, reducing their PTR from 1:20 to 1:18. This suggests that non-government schools are providing a better teacher-to-student ratio, potentially offering more personalised education. Secondary education in Tanzania also saw improvements in the number of teaching staff. The total number of teachers in secondary schools rose by 9.15%, from 117,909 in 2023 to 128,696 in 2024. Government secondary schools saw a 10.92% increase in teachers, from 96,130 to 106,623, while non-government schools saw a more minor increase of 1.35%.

Performance in National Examinations

The overall pass rate for the PSLE in 2023 shows a slight improvement over that of 2022. In 2022, the total pass rate stood at 79.62%; in 2023, it increased slightly to 80.58%. One of the most notable aspects of the PSLE data is the improvement in gender parity. The student performance in Form 4 examinations increased to 89.4% in 2023 compared to 87.8% in 2022. While the overall pass rate increased in the Form IV Examination, the percentage of students who scored in the Division I—III categories, which qualify them for upper secondary education, remained at 37% between 2022 and 2023. This highlights a potential area for continued focus, specifically increasing the number of students achieving Division I-III scores, which could facilitate a smoother transition from lower secondary to upper secondary education.

Re-entry for Teenage mothers

The re-entry policy for adolescent mothers, introduced in recent years, gained traction in 2024. One notable outcome of implementing the re-entry policy and other strategies is that a total of 11,711 teenage mothers have returned to school since the introduction of re-entry guidelines. In 2024, HakiElimu conducted research on the implementation of the Re-entry Guidelines, which revealed several recommendations that need to be addressed to ensure the successful implementation of these guidelines. A lack of legal enforcement mechanisms is one of the key challenges identified by the research, which, to a large extent, compromises the effective implementation of the guideline, resulting in a limited number of teenage mothers being readmitted to the formal education system. Tanzania is currently revising the Education Act of 1978 and therefore, this is an opportunity for HakiElimu to collaborate with other like-minded organisations to advocate for the revised Education Act to provide legal obligations for the re-entry of teenage mothers.

Early Child Development

In 2024, Early Childhood Development (ECD) in Tanzania continued to gain momentum as a national priority, driven by growing recognition of its importance for lifelong learning and human capital development. The government, with support from development partners and civil society organisations, took steps to strengthen the ECD sector through policy reviews, stakeholder engagement, and increased advocacy for the implementation of the National Multi-Sector Early Child Development Programme. A notable celebration that defines the future of ECD is the release of the draft Vision 2050 document in December 2024, which incorporates ECD as a key objective, stating the vision of a "holistically nurtured and protected child, bolstered by a robust early childhood development and education system." This inclusion marked a significant step forward in recognising the importance of ECD in shaping the country's future.

Citizens and CSOs' Engagements in Education Governance

In 2024, citizen and civil society participation in democracy and governance in Tanzania experienced gradual but meaningful progress, despite a complex political environment. The government continued to promote public sector reforms and decentralisation, which created entry points for public engagement in various dialogue structures such as the Local Education Group through the Education Sector Development Committee and the Annual Education Sector Joint Review. Civil society organizations (CSOs), particularly those working on governance, education, and human rights, became increasingly active in policy dialogue, social accountability initiatives, and community mobilisation. CSOs continued to play a vital role in educating citizens about their rights and responsibilities, especially in relation to public resource management, education service delivery, and local decision-making. Initiatives such as social accountability monitoring (SAM) and citizens' budget tracking implemented by HakiElimu, Wajibu, Foundation for Civil Societies gained traction in Tanzania in 2024. However, challenges remained, including limited awareness of key government policies, constrained civic space in some areas, and hesitance among citizens to speak out due to fear of reprisal or lack of information.

Government Transparency and Accountability

In 2024, the context of budget transparency and accountability in Tanzania was characterized by a growing recognition of the importance of open public finance systems in fostering good governance and citizen trust. While Tanzania had made some progress in publishing key budget documents and improving access to fiscal information, significant gaps remained in ensuring comprehensive, timely, and citizen-friendly budget disclosures. Government efforts to improve fiscal openness were supported by national policies and global frameworks such as the International Monetary Fund (IMF) Code of Good Practices on Fiscal Transparency. However, limited public participation in the budget process, inconsistent publication of critical budget documents, and technical complexity remained persistent challenges. Civil society organisations, particularly HakiElimu, have emerged as key drivers of change by utilizing evidence-based advocacy tools, such as the Open Budget Survey (OBS), to assess and promote transparency. In 2024, HakiElimu's engagement with the Office of the Commissioner for Budget and collaboration with the Ministry of Finance and UNICEF reflected a positive shift in government responsiveness to civil society inputs.


2024 UNITED NATIONS
CIVIL SOCIETY
CONFERENCE
9 - 10 MAY 2024
NAIROBI, KENYA

2. Executive Summary

In 2024, HakiElimu remained committed to implementing its strategic plan for 2022-2026, which focuses on achieving key objectives aimed at improving education outcomes and promoting social change. These objectives include enhancing equity and the quality of learning for both girls and boys, fostering citizen engagement and participation to create meaningful differences in schools and communities, and ensuring transparency and accountability in the policy process and its implementation. Throughout this period, HakiElimu continued to implement various interventions and strategies designed to advance these goals, employing a gender-sensitive and holistic approach that involved multiple stakeholders and sectors. One of the core strategies HakiElimu employed was evidence generation, which played a pivotal role in informing its advocacy and policy recommendations. By gathering data and conducting research, the organisation could present compelling evidence to key stakeholders, including government officials, legislators, and the public.

Some of the notable achievements registered in 2024 are as follows: -

- Published three research reports: "The Study of the Political Economy of Early Childhood Development," "Experiences of Implementing and Reintegrating Teenage Mothers into Formal Schools in Tanzania" (2024), and "Access to Quality Education for Children Living in Low-Income Urban Neighborhoods in Tanzania."

- Advocated for the inclusion of Early Childhood Development (ECD) in the Tanzania Vision 2050. We are pleased to celebrate that the draft for Tanzania Vision 2050 now recognises ECD as a key sub-objective under the social sector, reflecting the growing commitment to investing in early childhood education for the country's future.

- Equipped 40,966 students (18,680 boys and 22,286 girls) with knowledge about girls' rights, sexual and reproductive health (SRH), and life skills through various activities, including assemblies, after-school sessions, and school debates.

- HakiElimu and other like-minded organisations advocated for the recruitment of additional teachers to facilitate the implementation of the revised Education and Training Policy, resulting in the hiring of 11,015 teachers[2] (5,727 male and 5,288 female).

- Promoted budget transparency through the findings of the Open Budget Survey, which indicated that Tanzania had increased its score in the Open Budget Index from 21 out of 100 in OBS 2021 to 41 out of 100 in OBS 2023. The OBS 2023 was published in May 2024.

- Promoted youth engagement in democratic processes through the Civic Action Toolkit in 20 schools. This resulted in all schools establishing democratic platforms and bylaws that allowed students to voice their independent opinions and hold student elections.

- Formed three strategic coalitions for joint advocacy to address critical issues in the education sector. The Coalition of Safe Schools, comprising 20 civil society organisations (CSOs)[3] focuses on advancing child protection in schools. The Coalition of Organizations of People with Disabilities (OPDs)[4], comprising six members, advocates for improved education financing for children with disabilities. The SAUTI ZETU Coalition, with six members[5] works to strengthen accountability in inclusive education.

[2] Despite the recruitment of these teachers, the Teacher Pupil ratio has remained high at 1:62 for public schools instead of the standard of 1:45

[3] Tanzania Youth Coalition (TYC), United Nations Association of Tanzania (UNA), Azimio Youth Platform, Youth Partnership Countrywide (YPC). Salama Foundation, Restless Development, Tanzania Youth Vision Association TYVA, AfriYan Tanzania, Pwani Youth Network, Kibaha Organization For Community Development – OCODE, Youth with Disability Organization (YOWDO), Tanzania Bora Initiative, YUNA – Tanzania. Voluntary Service Overseas (VSO). Action for Democratic Governance, UNV Tanzania, Open Mind Tanzania, Global Platform Tanzania, Binti Salha Foundation, Bridge for Change

[4] Shirikisho La Vyama Vya Watu wenye Ulemavu Tanzania (SHIVYAWATA), Smile With Disabilities Generation (SWDG, Tanzania Organization of Peer Educators and Counsellors for the Deaf (TOPECD), Youth with Disabilities Organization (YoWDO), Okoa New Generation (ONG).

[5] These CSOs are HakiElimu, MTWANGONET, Sawa Wanawake, OCODE, Save Education and Future Development Trust, Child Support Tanzania

- Raised citizens' awareness on girls' education, child protection, early childhood development, inclusive education, and youth engagement in the democratic process through HakiElimu's social media platforms (Facebook, X (formerly Twitter), Instagram), reaching 1,486,133. (male 63%, female 37%)

- The HakiElimu Board and members have continued to discharge their governance role effectively. The board conducted two meetings, which approved the 2023 Annual Report, the 2023 Audited Financial Statements, and the 2024 Annual Plan, as well as amended the Information, Communication, and Technology (ICT) and Gender Equality and Social Inclusion policies It also endorsed the recruitment of two new Board Members and three HakiElimu Ordinary Members to in crease diversity and inclusion, as well as HakiElimu Costitutional amendments, which the AGM eventually approved. The amendments will allow HakiElimu to register and formally operate in Zanzibar.

- We celebrate the appointment of two new Board members, Mr. Japhet Makongo and Ms. Lydia Wilbard, who replaced Mr. Richard Mabala and Prof Mwajabu Possi, who have completed their tenures. HakiElimu is grateful to Mwalimu Richard Mabala for successfully leading the organisation as Board Chair for over four years and to Prof. Possi, who also served successfully on the Board for two tenures. We are also grateful that CPA Sylvester Orao was elected as the new board chair to succeed Mr. Mabala.

- We also celebrate the recruitment of HakiElimu ordinary Members, CPA Sylvester Orao, Advocate Imelda Lulu Urio, and Ms. Maimuna Kanyamala to join the institution. This is expected to strengthen HakiElimu governance, increase inclusiveness, and enable the institution to reap the intergenerational benefits of bringing young people to the organisation's management.

- After many years of struggle and appeals, HakiElimu was finally granted a Charitable Status Certificate, No. 246, from the Tanzania Revenue Authority (TRA), effective April 22, 2024. This will significantly reduce its tax liabilities.

- HakiElimu continued to strengthen its collaboration and partnerships with Development Partners (DPs). We conducted two meetings with DPs to review the programmatic and financial progress for 2023 and discuss HakiElimu's plans for 2024. In these meetings, the DPs appreciated and commended HakiElimu for the achievements realised in FY 2023 and received HakiElimu's appeal for continued financial support in implementing the 2022–2026 Strategic Plan. We sincerely thank the Wellspring Philanthropic Fund (WPF), Echidna Giving, the United Nations Democracy Fund (UNDEF), Oxfam Denmark, Global Affairs Canada, the Malala Fund, the Hilton Foundation, the Christoffel Blind Mission (CBM), and UNICEF Tanzania for their generous financial support.

Wherever there are successes, challenges are always there. The following are some notable challenges:

- HakiElimu faced delays in obtaining a research permit for its ECD study funded by the Hilton Foundation, causing a setback. HakiElimu requested and received a two-month No-Cost Extension to complete the study, which increased project costs due to extra overheads and staff compensation.

- HakiElimu established three coalitions in 2024 to promote inclusive education and child protection. A challenge arose as members struggled to balance coalition activities with organisational responsibilities. To improve efficiency, HakiElimu plans to coordinate members in 2025 to create a joint plan with clear timelines for activities.


Ndoto Zangu Kielimu
na Jinsi Zilivyoyeyuka
Je, Elimu Bora ni Jukumu la Nani? Tafakari!!
ELIMU BURE!
Ndoto Zangu Kielimu
na Jinsi Zilivyoyeyuka

3. Programmatic Achievements

This chapter outlines HakiElimu's key programmatic achievements of 2024, aligned with the three expected outcomes of its 2022-2026 Strategic Plan: improved access, equity, and quality of learning for all children; enhanced citizens' and CSOs' agency in education governance and democracy; and increased government transparency and accountability in policy and budget processes. The achievements and interventions from 2024 are detailed under each outcome, showcasing HakiElimu's progress and impact in these critical areas.

3.1.Outcome 1: Improved access and quality of learning for all children

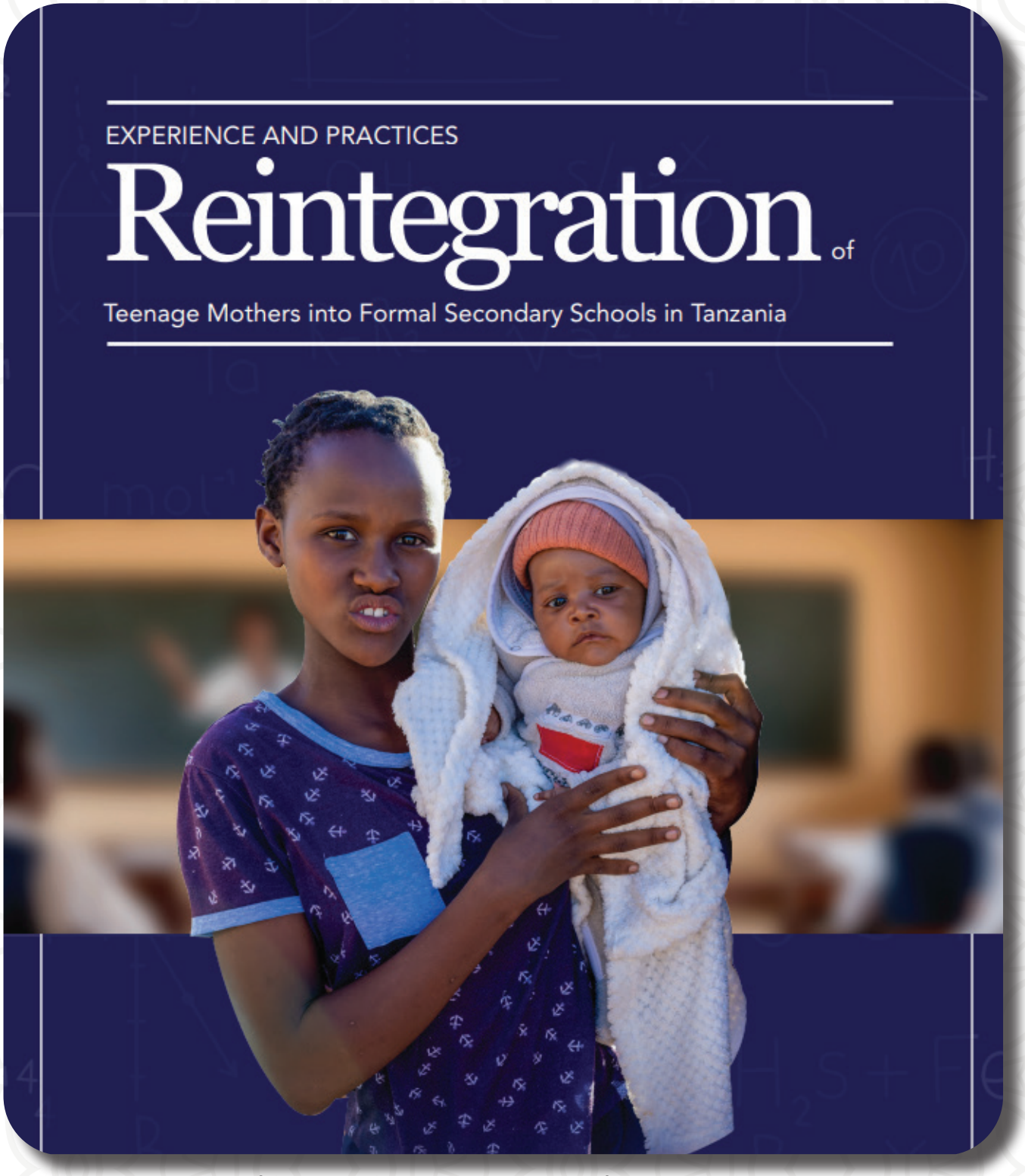
In this outcome, HakiElimu intends to achieve the following:

- Increased enrollment and retention of teenage mothers
- Improved confidence, safety and participation in learning process
- Improved students' knowledge on child rights, life skills and gender equity
- Improved Early Childhood Development
- Improved competence of teachers to apply inclusive teaching

3.1.1.Promoting Re-enrollment and retention of teenage mothers

- **Research on Breaking Barriers for girls' education**

HakiElimu conducted research titled "Experiences of Implementing and Reintegrating Teenage Mothers into Formal Schools in Tanzania" in 2024 to address learning barriers for girls' education. This research, which explores the challenges and experiences surrounding the reintegration of teenage mothers into the formal education system, was published in May 2024. The research findings were presented and discussed during stakeholders' dialogues, which engaged 105 participants, including 48 males and 57 females. The stakeholders' dialogue was officiated by Dr. Franklin Rwezimula, Deputy Permanent Secretary of the Ministry of Education, Science, and Technology, who highlighted the importance of this issue at a national level. The insights from this dialogue were crucial in raising awareness and fostering discussions on improving education for teenage mothers. The full research report is available on the HakiElimu website, ensuring broader access to the findings. The report's findings were also popularised into 10 short messages and infographics, which were shared with HakiElimu's 215,281 social media followers, thereby extending its reach to a broader audience and engaging the public in the conversation about girls' education. The report was further presented to the Ministry's Technical Team, comprising 16 staff members, with nine males and seven females. The Ministry committed to utilising the research findings to inform the development of the Re-Entry Guideline Implementation Plan and the ongoing revision of the Education Act of 1978 to align with re-entry guidelines.



Cover page of the Research Report: Reintegration of Teenage Mothers into Formal Secondary Schools in Tanzania

- **Public Media Campaign on Re-entry for Teenage Mothers**

HakiElimu also facilitated a media survey on re-entry for teenage mothers, conducted by 10 journalists, including five male and five female journalists. The survey sought to gather evidence of the experiences of adolescent mothers returning to school. Journalists interviewed students, parents, teenage mothers, teachers, and community members to document the progress and challenges encountered during the re-entry process. Furthermore, the media survey aimed to highlight success stories of teenage mothers who had successfully returned to school.

Following the media survey, the participating journalists developed and published four articles in The Citizen newspaper, shedding light on the realities of school re-entry for teenage mothers. Additionally, the findings and stories were broadcast on UTV. Through these media engagements, HakiElimu strengthened its advocacy for inclusive education policies and reinforced the need for continuous support to ensure that all teenage mothers have the opportunity to complete their education.



14 Smart World
Powered by Newspaper in Education
THE CITIZEN Tuesday, July 30, 2024

COVERSTORY /JACOB MOSENDA

How two girls escaped forced marriage to pursue education





4 NATIONAL NEWS
THE CITIZEN Thursday, August 22, 20

SIGMA Despite the government's efforts to encourage young mothers to return to school, stigma remains deeply ingrained in society

Teen pregnancy: Overcoming hurdles for formal education

NATIONAL NEWS
THE CITIZEN Wednesday, August 21, 2024

EDUCATION The government's 2021 circular allowing these girls to return to school was a landmark decision

How TZ can ensure teen mothers return to school

It is imperative to transition from guidelines to enforceable laws

MSWAHA | EXPERT



4 NATIONAL NEWS
THE CITIZEN Monday, August 19, 2024

EDUCATION The lack of proper implementation is not just an administrative oversight but a fundamental violation of the right to education

Barriers to learning: Unveiling systemic obstacles for teen mothers in Tanzania

Some of the Articles of the Media survey published in the Citizen newspapers

3.1.2. Improving Students' knowledge and engagement on child rights, life skills and gender equity

As part of enhancing students' knowledge and participation in child rights, gender equity, and life skills, HakiElimu established gender clubs in 127 schools (67 primary schools and 60 secondary schools) at the onset of its Strategic Plan implementation in 2022. These clubs play a vital role in championing girls' education by fostering knowledge-sharing, advocacy, and awareness on issues of gender equality. During the reporting period, *Friends of Education* collaborated with social workers, gender desk officers and health experts to provide training on Violence Against Children (VAC), Sexual and Reproductive Health and Rights (SRHR), and life skills. In 2024, a total of 7,906 students (5,424 females and 2,482 boys) out of the targeted 9,600 students were provided with these skills. After receiving this training, Gender Club members led peer-to-peer sessions, disseminating messages on girls' rights, SRH, and life skills to 40,966 students (18,680 boys and 22,286 girls), out of a target of 50,800 students, through various activities such as assemblies, after-school sessions, and school debates.

Gender Clubs also monitored school attendance to identify girls at risk of dropping out of school. Between January and June 2024, they identified 536 girls at risk, particularly those who had been absent for more than 15 days. These girls received counseling and scholastic materials, resulting in 495 continuing their studies. However, 41 girls dropped out (16 due to pregnancy and 25 due to other reasons). Of the 41 students who dropped out, the majority (29 students) dropped out in secondary schools, while 12 students dropped out from primary schools. HakiElimu and *Friends of Education* will continue to track and support these girls to return to school.

Furthermore, HakiElimu, in collaboration with *Friends of Education*, facilitated the establishment of gender clubs in 127 schools to produce reusable sanitary pads. The gender clubs produced and distributed 4,804 reusable hygienic pads to 1,201 girls, ensuring they could attend school regularly and not miss learning sessions, which occurred between 3 and 5 days each month due to menstrual issues. To further amplify the project's impact, HakiElimu utilised social media platforms to raise awareness and advocate for the government to scale up this initiative to other schools. By sharing the success of this innovation, HakiElimu aimed to inspire broader adoption of the solution across the country. This advocacy is crucial as it has the potential to reach a more significant number of students, especially marginalised girls, ensuring that they have the necessary resources to continue their education without the barriers posed by inadequate menstrual hygiene management.

Our club at Kishoju Secondary School has been instrumental in reinstating Jenifer, who left school in 2022 due to pregnancy. Empowered by training in PVAC, child rights, re-entry policy, and gender equity, we visited her home and persuaded her to return, resulting in her resuming studies in 2024. Beyond this, our club has achieved success in generating income from activities such as tailoring reusable sanitary pads, sewing school bags, assisting orphans, purchasing stationery, and planting a vegetable garden. These efforts have significantly supported our fellow students, particularly those facing challenges during their menstrual cycle. **Gender and PVAC club at Kishoju Secondary School in Muleba District Council.**

I am grateful for the PVAC and Gender Club at our school, as it has been a crucial learning platform in my life. Through the club, I received training in life skills and entrepreneurship, which transformed my attitude and actions. Before joining, I lacked knowledge about vegetable gardening, despite its demand at home and in the market. Now, I am skilled in gardening and have successfully cultivated spinach and Chinese cabbage for home consumption, significantly reducing our family's budget. The vegetables are delicious, nutritious, and organic, and I am proud to be part of the PVAC and Gender Club. Name: Happiness Gerald,
A female student in Form Three at Kariakoo Secondary School in Tabora District Council.

3.1.3. Improved students' Confidence, safety and participation in the learning process

- **Amplifying Children's Voices**

As part of the implementation of the HakiElimu Strategic Plan 2022-2026, we introduced Gender Clubs in 127 program schools in 2022, aiming to combat violence against children in schools in all its forms, including Gender-Based Violence (GBV). These clubs have been instrumental in raising awareness among students, fostering gender equality, and providing safe spaces for open discussions on issues affecting all genders. Through these clubs, students are encouraged to use SAUTI YANGU boxes (Reporting and Response Boxes) to report incidents of violence or any issues affecting their schooling. During this reporting period, a total of 2,414 cases were reported.[6] Violence against children (VAC) was reported by students, with incidents affecting both boys and girls. While most of these cases were successfully addressed within the schools, three significant cases, particularly those involving gender-based violence, were escalated to the Police Gender and Children Desk for further investigation and action. In 2025, HakiElimu will continue its collaboration with *Friends of Education* to ensure proper follow-up on these cases, ensuring that perpetrators face legal consequences for their actions.

Impact stories from SAUTI YANGU Box

A male student at a primary school in Tanzania reported experiencing verbal and physical abuse from his guardian, who also attempted to prevent him from attending school. She even went as far as threatening to destroy his school materials should he continue attending. In response, the school administration intervened by visiting the guardian and advising her to consider alternative care arrangements if she was unable to support the student. Upon understanding the harm caused and the potential consequences of her actions, the guardian committed to changing her behavior. **The student is now attending school consistently, and the abusive behavior has stopped.**

[6] The reported cases included physical harm, neglect, sexual violence (such as harassment and abuse), corporal punishment, forced domestic work, and bullying.

In January 2023, a case was reported involving female students at a secondary school in Tanzania who experienced sexual violence perpetrated by some of their teachers. Certain teachers were alleged to have invited students to their homes under inappropriate pretenses, such as for domestic tasks or to access examination materials, and penalized those who declined. The incident was reported to the police, who conducted investigations and uncovered evidence of inappropriate communication between the students and several teachers, including the school leader. As a result, disciplinary actions were taken, which included the transfer of five teachers and administrative measures involving the students.

- **Promoting Good School**

Between 2021 and 2023, HakiElimu piloted the Good School Toolkit (GST)[7] In 8 schools[8] . This initiative aimed to address key challenges in the education system, particularly focusing on improving the school environment and reducing violence, including gender-based violence. As part of the pilot phase, HakiElimu conducted a comprehensive assessment to evaluate the impact of GST on reducing school violence. The assessment results were positive, demonstrating the effectiveness of the toolkit in minimising violence in schools, with a special emphasis on reducing corporal punishment. The data revealed that the implementation of GST led to a 75% reduction in the use of corporal punishment across all the participating schools, highlighting the toolkit's transformative effect in creating safer and more conducive learning environments.

Building on the success of the pilot phase, HakiElimu scaled the GST program in 2024, expanding its reach from 8 schools to 32 schools. This scaling effort involved facilitating an induction session on the GST toolkit for 48 participants.[9] (27 male and 21 female). Furthermore, a total of 264 teachers (158 males and 106 females) and 480 pupils (232 males and 248 females) were trained on how to implement the GST at the school level. As a result of the induction of GST, 32 schools developed plans for implementing the GST within their institutions. These plans serve as a roadmap for integrating the toolkit into daily school operations. HakiElimu will continue to work with these schools through continued mentorship, providing guidance and support to ensure effective implementation of GST in all participating schools.

3.1.4.Promoting Early Child Development

- **Evidence Generation on Early Childhood Development**

In June 2024, HakiElimu completed and disseminated two major studies initiated at the end of 2023. The studies aimed to gather evidence on Early childhood development (ECD) in Tanzania, stakeholder engagement, existing challenges, and recommendations for improvement. The first study focused on the political economy of ECD in Tanzania, while the second was an Organizational Capacity Assessment (OCA) for 50 ECD CSOs in the country.

The ECD study, launched and shared with 105 stakeholders (47 female and 58 male), identified challenges such as policy issues, investment deficiencies, and social obstacles. The report is also available on the

[7] This is an innovative approach to enhancing good schools which was adopted from Raising Voices of Uganda

[8] Singino and Masoko (Kilwa DC), Mtunungu and Mpindimbi (Masasi DC), Kyou and Kiterini (Moshi DC) Kasiga and Chekelei (Korogwe).

[9] Teachers who will be in charge to supervise the implementation of the Toolkit at school level

HakiElimu website and has been shared with over 176,640 (109,516 male, 67,124 female) social media followers. On the other hand, the OCA study revealed weaknesses in governance, financial and human resource management, and program management. Drawing on insights from the two studies, HakiElimu developed a project to promote Early Childhood Development Accountability, which commenced in August 2024. The project aims to establish a robust CSO movement to monitor and influence policy and Early Childhood Development (ECD) practices in Tanzania. Moreover, the project aims to empower citizens to promote Early Childhood Development (ECD) in their communities.



Leaders of Community Working Groups from Mpwapwa, Babati, Kilwa, and Kigoma attending a training session on ECD.

- **Advocating for the inclusion of Early Childhood Development in Tanzania Vision 2050**

In 2024, Tanzania initiated the process of preparing its Vision 2050, a long-term development framework that will guide the country's growth over the coming decades. HakiElimu played a crucial role in advocating for the inclusion of Early Childhood Development (ECD) within this vision. We facilitated 20 Civil Society Organization (CSO) partners working in Early Childhood Development (ECD) to prepare a comprehensive Position Statement emphasising the importance of ECD for the nation's future. These CSO members were then facilitated to present the Position Statement to the Vision 2050 Committee, advocating for the inclusion of ECD as a key priority. As a result of these efforts, the draft Vision 2050 document, released in December 2024, incorporated ECD as a key objective, stating the vision of a "holistically nurtured and protected child, bolstered by a robust early childhood development and education system." This inclusion marked a significant step forward in recognising the importance of ECD in shaping the country's future.

3.1.5. Enhancing teachers' Competence on Inclusive Pedagogy

As part of its commitment to promoting inclusive education, HakiElimu collaborated with the Archbishop Mihayo University College of Tabora (AMUCTA) to conduct specialised training for teachers and education officers. This initiative aimed to enhance 100 (40 male and 60 female) teachers' capacity to implement inclusive teaching pedagogies[10] that accommodates diverse learning needs, including students with disabilities. In 2024, training sessions were conducted for 20 teachers (9 male, 11 female) and 6 District Education Officers (4 male, 2 female) from Kilosa, Mpwapwa, and Korogwe Districts. The trained teachers actively cascaded their newly acquired skills and knowledge to their peers after the training. As a result, 94 additional teachers (38 male and 56 female) benefited from the program, thereby expanding the reach and impact of inclusive education methodologies in their respective schools. The training has improved teachers' understanding of inclusive teaching strategies, making

[10] The training intended to equip teachers with skills on early identification and assessment of children with disabilities, and on learners centered inclusive teaching pedagogy, universal design for learning, psychology of inclusion, diagnostic assessment of hearing Impairment and visual Impairment

classroom instruction more engaging and accessible to all learners. By applying these methods, teachers were able to attract students' attention more effectively, fostering a learning environment that accommodates diverse educational needs. One of the teachers who benefited from the training, Muhoja, shared a testimony highlighting the program's positive impact.

> *The training enhanced our ability to identify children with disabilities and improve communication skills, which we now apply in teaching. This has led to improved inclusion, increased student participation, and enhanced understanding both in and outside the classroom. As we refine our teaching methods, we see continuous progress in students' learning capabilities and outcomes, creating a more effective and inclusive educational environment.*

Trained teachers also played a crucial role in facilitating the identification of students with disabilities within its project schools. Out of 12,142 students (6058 male, 6084 female) enrolled across 10 project schools, a total of 512 students (266 male, 246 female) were identified as having disabilities. This initiative aimed to ensure that students with special needs are recognized and provided with the necessary support to enhance their learning experiences. Looking ahead to 2025, HakiElimu is planning to conduct a comprehensive diagnostic assessment for all children with disabilities in the project schools. This assessment will help determine the specific levels of disabilities among the students, providing critical data to inform the design of a more responsive and tailored support package. By identifying the unique needs of each child, HakiElimu aims to develop targeted interventions that will further enhance the learning experiences and academic success of students with disabilities.



A group photo of teachers who completed training in inclusive pedagogy at AMUCTA

3.2.Outcome 2: Improved Citizens' and CSOs' agency in education governance and democracy

In this outcome, HakiElimu intends to achieve the following:

- Increased citizens engagement on education governance
- Enhanced CSOs ability to influence changes in education governance
- Increased youth engagement in democratic processes.

3.2.1.Promoting Citizens' Engagement in Education Governance

Raising Citizens' Awareness on Girls and Inclusive Education

To promote citizen engagement in education governance, HakiElimu conducted two public campaigns in 2024, each reaching diverse audiences through various media platforms. The first campaign, launched in the first half of the year, centered on advocating for girls' education. HakiElimu amplified the message through 25 posts across Twitter, Instagram, and Facebook, reaching 44,094 stakeholders (51% male, 49% female) and sparking 27,584 engagements and discussions. HakiElimu utilised Interactive Voice Response (IVR) technology to extend the campaign's reach further and raise awareness about girls' education and child protection. Through this approach, 2,883 stakeholders[11] received pre-recorded messages from their mobile phones. Additionally, the campaign incorporated five SMS campaigns, reaching 37,592 parents.[12] With vital information on supporting girls' education in their communities.

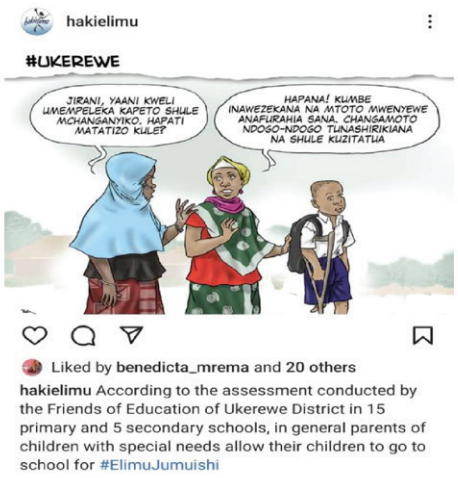
In the second half of 2024, HakiElimu launched the #HujafaHujaumbika media campaign, which focused on promoting accountability in improving inclusive education. This campaign aired on prominent platforms, including ITV, Azam TV, and Radio Free Africa, reaching an impressive 9.8 million TV viewers (male: 51.6%, female: 48.4%) and 2,524,000 (male: 65%, female: 35%) radio listeners. HakiElimu further amplified the message on social media through 153 posts across Twitter, Instagram, and Facebook, reaching 243,436 stakeholders (male: 63%, female: 37%) and generating 146,061 interactions. Moreover, the HakiElimu delivered four SMS campaigns to 17,930 parents, ensuring the message reached key community members. The TV spot was also shared on HakiElimu's YouTube channel, where it garnered 806,448 views, comprising 52.6% male and 47.4% female viewers, and received 12,000 likes, demonstrating strong and diverse audience engagement across multiple platforms.



[11] The IVR system currently does not disaggregate data by sex. HakiElimu is working on it to make these data available

[12] The current data base does not provide disaggregated data by sex but we are improving the data base for following reporting





Facilitating Citizens to Monitor Policies and Strategies

HakiElimu has been actively facilitating citizens' engagement in monitoring the implementation of policies, primarily through the establishment of five Community Information Volunteer (CIV) groups. These groups, comprising 60 volunteers (32 female and 28 male) across five districts in Geita, Babati, Ukerewe, Mpwapwa, and Tabora, have played a crucial role in conducting Social Accountability Monitoring (SAM) in their communities. Each district's group comprises 12 CIVs, who have been equipped to track the progress of national education strategies and ensure that policies are being implemented effectively at the grassroots level. In May 2024, HakiElimu trained 60 CIVs on the National Strategy for Inclusive Education (NSIE) to enhance their understanding and ability to monitor the strategy's implementation. During the training, the CIVs also collaborated to develop monitoring tools designed to assess the effectiveness of NSIE in their local communities.

After the training, CIVs collected data and prepared SAM reports that detailed their findings regarding the implementation of the NSIE. They used these reports to organise feedback sessions with various district education stakeholders. Over 600 stakeholders, comprising 354 males and 246 females, participated in these meetings, including local government authorities, teachers, parents, school committee members, *Friends of Education*, and media personnel. The SAM teams highlighted critical issues, including a limited understanding of Inclusive Education, funding gaps, teacher shortages, and inadequate facilities, which led to partial implementation of the National Strategy for Inclusive Education. Additionally, they emphasised the need for gender-responsive approaches to ensure that all learners, regardless of gender, have equitable access to quality education and necessary support.

Following the feedback sessions, the CIVs and local government authorities in each district initiated deliberations to address the gaps revealed by the SAM reports. The CIVs will play a key role in following up on these deliberations to ensure that the necessary actions are implemented.

3.2.2.Strengthening CSOs in governance and democracy

Collaborating with Other CSOs in Governance and Democracy

In 2024, HakiElimu actively collaborated with a range of like-minded civil society organisations to advance its mission of promoting equitable access to quality education in Tanzania. These collaborations focused on influencing education policy, contributing to national dialogues, and strengthening civil society engagement in the education sector.

In October 2024, HakiElimu, through its participation in the Girls' Education Caucus hosted by the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), engaged in joint efforts to analyse the proposed changes to the Education Act of 1978. As a result of this collaboration, the Caucus developed a comprehensive position statement that reflects the collective views and recommendations of stakeholders concerned with advancing girls' education. This statement was formally presented to the National Committee overseeing the review of the Education Act to influence reforms that promote inclusivity, gender equity, and learners' rights within the education system.

Throughout the year, HakiElimu continued to work closely with TEN/MET in various Local Education Group (LEG) dialogues and consultations, contributing civil society perspectives to discussions on education policy planning, implementation, and monitoring. These engagements ensured that community voices and evidence-based recommendations were brought to the attention of key education stakeholders, including the government and development partners. Moreover, HakiElimu actively participated in the Education Sector Development Committee (ESDC), which plays a central role in coordinating education sector dialogues. In 2024, the organisation attended three meetings of the ESDC, as well as three Technical Working Group (TWG) sessions, where it contributed to technical discussions on education financing, policy development, and progress in implementation.
Additionally, during the Parliamentary Budget Sessions for the fiscal year 2024/2025, HakiElimu collaborated with the Policy Forum to engage the Parliamentary Budget Committee. As part of this effort, the organisations jointly presented civil society reviews and analyses of proposed tax measures, aiming to advocate for a more equitable, inclusive, and education-friendly fiscal policy framework.

HakiElimu was invited by the United Nations Democracy Fund (UNDEF) to participate and share its experience at the CSO Conference in Nairobi on May 9-10, 2024. The conference theme was "Let's Have an Ambitious Pact of the Future!" Why democracy, peace, and security in Africa, and the Geneva multilateral agenda, matter. The invitation followed the successful implementation of the pilot project, which aims to promote Youth Participation in the democratic process. The project was carried out in 20 secondary schools across Mkuranga, Tabora, Ukerewe, Kilwa, Sumbawanga, and Arusha districts.

Establishment of Coalitions to Advance Child Protection and Inclusive Education

In the HakiElimu Strategic Plan 2022-2026, we aim to establish robust civil society organisation (CSO) movements to advocate for policy change and implementation, promoting equity and quality education for all children. In 2024, we successfully established three coalitions to advance our advocacy agenda in child protection and Inclusive education.

- ## National Coalition of Safe Schools

HakiElimu made significant progress in advancing school child protection and safety by establishing the National Coalition of Civil Society Organisations for Safe Schools. The coalition is a joint effort involving 20[13] National and regional CSOs are all committed to the collective mission of addressing child violence, including gender-based violence and ensuring safe learning environments. HakiElimu took several steps to solidify the coalition and ensure its success. Firstly, the organisation presented the concept of the coalition to CSOs. HakiElimu's efforts successfully secured commitments from the executive directors of the CSOs through Memoranda of Understanding (MOUs), formalising their involvement in the coalition. HakiElimu also conducted inaugural meetings, where the coalition's framework, roles, and responsibilities were discussed and agreed upon, marking the official launch of the coalition.

In 2025, the coalition will use these monitoring tools to conduct a comprehensive school survey. The findings from this survey would provide valuable insights into the effectiveness of the Child Protection Guidelines and reveal areas that require further attention. The Coalition will further engage with the government and the Parliamentary Committee on Education, Culture and Sports to advocate for more effective and robust implementation of the guidelines.



Members of the National Coalition of Safe Schools pose for a group photo.

- ## Coalition of OPDs

To advance inclusive education, HakiElimu established a Coalition of Organizations of Persons with Disabilities (OPDs), which signed a Memorandum of Understanding (MoU) to formalise their collaboration. The coalition comprises 6 OPDs[14] each is working to advocate for inclusive education policies and practices in Tanzania. In August 2024, coalition members underwent training on the National Strategy for Inclusive Education (NSIE), gaining a deeper understanding of the strategy and its implementation to ensure that children with disabilities receive quality education. Following the training, coalition members were facilitated in engaging with members of Parliament, where they shared key advocacy messages emphasising the need for increased funding for inclusive education. These advocacy efforts aimed to raise awareness among policymakers about the importance of investing in inclusive education to ensure equitable access for all children. Looking ahead to 2025, the OPDs will conduct a comprehensive monitoring of the NSIE to identify any gaps in its implementation. The coalition plans to share its findings with

[13] Tanzania Youth Coalition (TYC), United Nations Association of Tanzania (UNA), Azimio Youth Platform, Youth Partnership Countrywide (YPC). Salama Foundation, Restless Development, Tanzania Youth Vision Association TYVA, AfriYan Tanzania, Pwani Youth Network, - Kibaha Organization for Community Development – OCODE, Youth with Disability Organization (YOWDO), Tanzania Bora Initiative, YUNA Tanzania. Voluntary Service Oversea (VSO). Action for Democratic Governance, UNV Tanzania, Open Mind Tanzania, Global Platform Tanzania, Binti Salha Foundation, Bridge for Change

[14] Shirikisho La Vyama Vya Watu wenye Ulemavu Tanzania (SHIVYAWATA), Smile with Disabilities Generation (SWDG, Tanzania Organization of Peer Educators and Counsellors for the Deaf (TOPECD), Youth with Disabilities Organization (YoWDO), Okoa New Generation (ONG).

the government and the Social Services Parliamentary Committee, advocating for necessary adjustments and improvements to the strategy to ensure its effectiveness and full inclusion of children with disabilities in the education system.

- ## SAUTI ZETU Coalition

To promote accountability in policy processes, HakiElimu established a coalition called SAUTI ZETU, which is composed of 6 CSOs[15] . As part of this initiative, 10 staff members (4 male, six female) from the SAUTI ZETU partner organisations were trained on fundamental Social Accountability Monitoring (SAM) tools, equipping them with the knowledge and skills to actively engage in tracking policy implementation. The partners then developed monitoring tools to track the progress of implementing the National Strategy for Inclusive Education. Using these tools, the partners conducted monitoring of the strategy and prepared a joint report. These findings were shared with 18 members of Parliament (7 male, 11 female) as part of an advocacy effort to raise awareness and push for improvements in inclusive education policies. Additionally, the report was presented during a stakeholders' workshop of the midline evaluation of the NSIE.



Members of the CSO Coalition to promote accountability in Inclusive Education during the Horizontal Learning session held in Morogoro.

[15] These CSOs are HakiElimu, MTWANGONET, Sawa Wanawake, OCODE, Save Education and Future Development Trust, Child Support Tanzania

3.2.3.Promoting Youth Engagement in Democratic Processes

Since September 2023, HakiElimu has been promoting youth engagement in democratic processes at 20 of its program schools[16] by utilising the Action Civic Education Toolkit. During this reporting period, HakiElimu continued collaborating with 40 teachers and community volunteers (21 males and 19 females) to facilitate the implementation of the Toolkit in schools.

Before implementing the Civic Education Toolkit, none of the 20 schools had formal bylaws for student leadership elections or platforms allowing students to voice their opinions and concerns. The absence of structured mechanisms for student participation hindered the development of democratic values and leadership skills within the student body. One of the key results of the toolkit's implementation was the creation of "SAUTI YANGU" (My Voice) boxes in all 20 participating schools. These boxes provided a secure and accessible platform for students to express their opinions, raise concerns, and offer suggestions regardless of gender or background. Introducing these boxes helped create an open channel of communication between students and school authorities, ensuring that students had a voice in decisions that affected them.

In addition to providing platforms for students to voice their opinions, the Civic Education Toolkit led to the development of democratic structures for student leadership. As a result, 19 out of the 20 schools (95%) adopted bylaws for conducting democratic student elections. These bylaws outlined transparent and inclusive procedures for student nomination, candidacy, campaigning, and election, ensuring that leadership positions were filled based on merit and the student body's will. The initiative inspired action, where all 20 schools successfully conducted democratic elections for student leadership positions in 2024. These elections marked a significant shift in how student leadership was approached, moving from informal and unstructured selection methods to a more formal and democratic process.

The toolkit has significantly contributed to building confidence among students to actively participate in school leadership processes, with a particular emphasis on empowering girls to contest and succeed in student elections. By providing students with knowledge, skills, and a deeper understanding of democratic participation and leadership roles, the toolkit has created an environment that empowers all learners, regardless of gender, to feel motivated and prepared to assume leadership responsibilities. This positive shift is especially evident in the increased number of girls who contested and won positions in school elections. Out of a total of 133 leadership positions contested across 20 schools, 70 boys and 63 girls were successfully elected to serve in various student government roles. This outcome reflects a growing sense of gender parity, highlighting the effectiveness of the toolkit in promoting inclusive participation and leadership development among students.

Impact stories;

The Toolkit has transformed my leadership perspective, emphasizing youth involvement in governance. By inviting students to council meetings, I have observed increased confidence and communication skills among them. Now, I believe that promoting youth engagement in democratic processes will develop good leaders and responsible citizens, highlighting the Toolkit's positive impact on student empowerment and civic participation."
Gabriel Kalala, Councilor and Vice Chairman of Ukerewe District

[16] Kikanda Secondary,Dodomezi Secondary,Mpumyule Secondary, Njonjo Secondary, Bukanda Secondary, Namagondo Secondary,Bukindo Secondary,Bukongo Secondary, Kipalan'ganda Secondary,Dundani Secondary,Einot Secondary,Muklat Secondary,Oltrumet Secondary, Ngiresi Secondary, Makuzani Secondary, Mazoka Secondary, Fundikira Secondary, Chan'ga Secondary, Kariakoo Secondary, Itojanda Secondary

Before using the Civic Education Toolkit, I held no leadership position at school. Training in youth participation, democracy, and accountability equipped me with leadership skills, and became influential to my peers. This influence led to my election as Chairperson of the Civic Education Club. My leadership capacity has significantly improved, and I am eager to grow as a leader at school and in my community. **Stephania Moringe, a female student in Form Three at Kariakoo Secondary School in Tabora District**

As head girl, the civic education toolkit transformed my leadership approach and personal growth. Previously I used to impose my ideas. I now actively listen and encourage fellow students to share views and opinions, fostering collaborative decision-making. This shift changed my role from a dictator to a facilitator, enhancing my leadership responsibilities and promoting inclusivity among students." **Zenaida Paschal, a female student in Form Three at Namagondo Secondary School in Ukerewe District Council.**

As a community volunteer implementing the Action Civic Education Toolkit, I've seen increased collaboration between students and teachers in preparing election guidelines. This enabled Dundani and Kiparang'anda Secondary Schools in Mkuranga district to conduct democratic student leadership elections. Students have established platforms to address peers' opinions and concerns, marking a significant step toward collectively addressing challenges. **Rehema Ngelekele, Community Volunteer, Mkuranga District**

3.2.Outcome 3: Improved Government's Transparency and Accountability in Policies and Budget Processes

In this outcome, HakiElimu intends to achieve the following:

- Increased transparency in budget planning and implementation
- Improve Government's responsiveness and accountability to citizens' needs and priorities in education
- Enhanced Policy and Budget oversight in education

3.3.1.Promoting Budget Transparency

Promoting budget transparency has been a key strategic objective for HakiElimu in its 2022-2026 Strategic Plan. Recognising the critical role of transparent financial processes in fostering good governance, HakiElimu has focused on ensuring that Tanzania's budgeting process is transparent and accountable. To achieve these goals, HakiElimu has been conducting Open Budget Surveys (OBS) as a core component of its advocacy efforts. These surveys evaluate the transparency and accessibility of the government's budgeting process to the public.

In 2024, HakiElimu took an essential step by sharing the results of the OBS 2023 with the Office of the Commissioner for Budget, a key government body responsible for overseeing the preparation and implementation of the national budget. Furthermore, the Office of the Commissioner for Budget recognised the significance of these findings and organised a special session in Arusha, where Directors of Planning and Policy from all Ministries came together to discuss the issues raised in the OBS. During this session, HakiElimu presented the findings and recommendations.

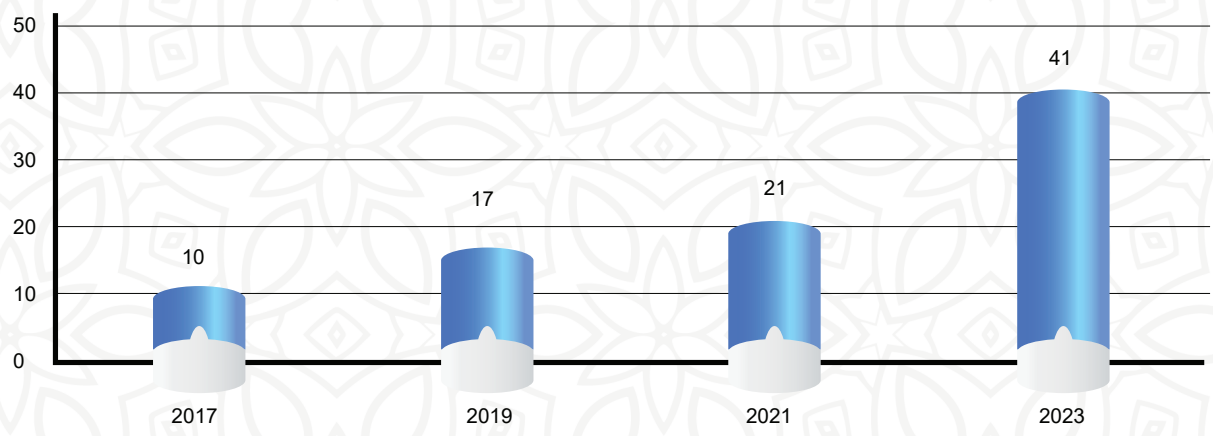
This engagement yielded a notable outcome, as the Ministry of Finance, UNICEF, and HakiElimu collaborated to develop a joint roadmap for implementing the OBS 2023 recommendations. This roadmap outlined a series of concrete actions to be taken to improve the transparency of the budgeting process in Tanzania. HakiElimu also provided significant technical support to the Ministry of Finance and Planning officials, helping them implement the roadmap. This support included offering expertise on how to improve the quality and accessibility of budget documents, as well as training officials on best practices for engaging the public in the budget process.

As a result of these efforts, Tanzania saw a significant improvement in its score on the Open Budget Survey. The country's score increased from 21% in 2022 to 41% in 2024, indicating a substantial shift toward greater budget transparency. Tanzania has also increased the number of budget documents it publishes during the budget process from five to six out of the eight documents required by the International Monetary Fund (IMF) and the Organization for Economic Co-operation and Development (OECD) standards.



Godfrey Boniventura, Head of Programs at HakiElimu presenting OBS findings during the breakfast debate session.

Trend of Tanzania's OBS Score



3.3.2. Monitoring & Influencing Education Financing

HakiElimu's focus on education financing this year was centered on the newly adopted curriculum for primary and secondary schools in Tanzania. Recognising the challenges posed by this significant shift, HakiElimu conducted a detailed budget analysis to identify the financial resources needed for the curriculum's successful and sustainable rollout.

In April 2024, HakiElimu published a pre-budget statement highlighting critical funding gaps for the successful implementation of Tanzania's new curriculum. The statement called for better financial planning and prioritisation of resources, particularly for teacher training, recruitment, and textbook procurement. HakiElimu expressed concerns about the government's preparedness to implement the new curriculum effectively and recommended a phased rollout approach for proper preparation, training, and resource allocation. Additionally, HakiElimu advised revising the Education Sector Development Plan III to align it with the new curriculum's needs and suggested modifying the Education Act of 1978.

The government addressed several of these concerns by recruiting 11,015[17] Individuals, comprising 5,727 males and 5,288 females, will be recruited to fill new teaching vacancies and alleviate the teacher shortage, particularly in upper-secondary education. The government also postponed the introduction of the Advanced Level Education curriculum until 2025, citing insufficient teacher training and a lack of learning materials as the reasons for the delay.

3.3.3. Strengthening Policy and Budget Oversight

To effectively oversee the planning and implementation of the education budget and policy, HakiElimu has established a group of 30 Members of Parliament, comprising seven male and 23 female members, known as Education Ambassadors. The organisation also collaborates closely with the Parliamentary Education and Social Services Committees. In 2024, HakiElimu engaged with 20 Education Ambassadors (6 male and 14 female) and all 12 members (3 male and nine female) of the Parliamentary Committee on Social Services. During these engagements, HakiElimu presented a comprehensive analysis of the 2024/2025 education sector budget, highlighting challenges and offering recommendations for improvement.

Of the 32 engaged MPs, 14 actively contributed to the Ministry of Education's budget debate, addressing critical issues raised in HakiElimu's budget proposals. These included allocating funds to support the amendment of the Education Act (2002) and the revision of the Education Sector Development Plan (ESDP III). In response to MP inquiries on these matters, the government committed to allocating funds for reviewing the Education Act of 2002 and the ESDP to align with the revised Education and Training Policy, the new curriculum, and the latest population census data.

In August 2024, the government demonstrated its commitment by revising the Education Sector Development Plan III and the Education Act of 1978, following HakiElimu's recommendation to update these key documents. These steps reflect progress toward modernising Tanzania's education system and ensuring that the legal and policy frameworks support the new curriculum and necessary education reforms.

[17] Despite the recruitment of these teachers, the Teacher Pupil ratio has remained high at 1:62 for public schools instead of the standard of 1:45



Education Ambassadors during engagements in the parliamentary budget debate.

4.Institutional Strengthening

4.1. Monitoring, Evaluation, Accountability, and Learning (MEAL)

In 2024, HakiElimu conducted quarterly visits to 59 program schools, comprising 36 primary and 23 secondary schools, as part of its ongoing commitment to monitoring and improving the implementation of HakiElimu's activities. These visits were essential for gathering firsthand insights into how projects were being executed on the ground, as well as the challenges and successes faced by schools, thereby enabling adjustments to ensure that the initiatives achieved their intended goals.

The quarterly visits also helped strengthen the partnership between HakiElimu and schools, allowing for continuous feedback and improvements in project implementation.

Additionally, HakiElimu conducted two baseline studies. The first was the baseline study for the SAUTI ZETU project, which assessed government transparency and public engagement in promoting inclusive education in Tanzania. This study provided a comprehensive understanding of how well the government involved the public in shaping education policies and whether these efforts effectively promoted inclusion in the education system. The second baseline study was for the Accountability for Child Rights Initiative (ACRI), which aimed to gather data on the availability, accessibility, understanding, and implementation of laws banning corporal punishment, access to education, retention, and transition of adolescent mothers, and harmful cultural norms and practices affecting child rights and participation of citizens in the efforts to address them. By collecting data on these critical issues, the baseline studies set a solid foundation for future project interventions and provided benchmarks to measure progress over time for these projects.

Furthermore, HakiElimu conducted an endline evaluation for the Education Champion Network project, which ended in 2024. The evaluation results were instrumental in shaping HakiElimu's future project strategies, as they provided both qualitative and quantitative insights on what worked well and what needed improvement. The findings from the endline evaluation will also inform the organisation's next steps, ensuring that future projects can build on the successes of the Education Champion Network.

In the last quarter of 2024, HakiElimu also conducted a mid-term review of its Strategic Plan for 2022-2026. This review was an essential process for assessing the progress made toward achieving the organisation's strategic objectives and identifying any areas that required recalibration. As of the end of December 2024, the report writing for the mid-term review was in progress. The expectation is that this report will inform HakiElimu to reflect on the first two and a half years of its strategic plan and make data-driven decisions for the next phase of its work. The insights and recommendations from the review will inform the recalibration of the strategic plan in early 2025.

As part of its commitment to fostering a culture of learning within program operations and project interventions, the Monitoring, Evaluation, Accountability, and Learning (MEAL) team undertook a range of strategic activities aimed at strengthening organisational learning and adaptive management. To promote continuous reflection and improvement at the activity level, MEAL revised the activity reporting template to encourage teams to reflect on the implementation process systematically, identifying what worked well, the challenges encountered, and how future interventions could be improved. Likewise, MEAL facilitated two comprehensive organisational reviews, covering key areas of programme performance, support services, finance, leadership, and quality assurance. These review sessions provided a crucial platform for cross-functional teams to assess the organisation's progress, share experiences critically, and openly discuss both successes and challenges.

The reviews created valuable opportunities for staff to reflect collaboratively on what had been accomplished, the obstacles they had faced, and the lessons they had drawn from those experiences. As a result, teams were able to develop actionable plans based on the recommendations and innovative ideas that emerged during the sessions. These plans guided improvements in project delivery, internal systems, and overall organisational effectiveness moving forward.

4.2.Leadership and Governance

HakiElimu conducted four Statutory Board Committee meetings, two Board meetings, an Annual General Meeting (AGM), and one extraordinary Board meeting. These meetings reviewed and approved the 2023 Annual Report, the 2023 Audited Financial Statements, and the 2024 Annual Plan. The Board also discussed and approved the amended Information, Communication, and Technology (ICT) policy, which reflects the current technological context and incorporates the recommendations from last year's internal audit. The Board also reviewed and approved the Gender and Social Inclusion Policy. Furthermore, the Board endorsed the HakiElimu Constitutional amendments, which eventually were approved by the AGM. The amendments will enable HakiElimu to register and operate formally in Zanzibar. The Board and AGM also endorsed and approved, respectively, the recruitment of two new Board members, namely Mr. Japhet Makongo and Ms. Lydia Wilbard, who will replace Mwalimu Richard Mabala and Prof. Mwajabu Possi, whose tenures have been completed. HakiElimu is grateful to Mwalimu Richard Mabala for successfully leading the organisation as Board Chair for over four years and to Prof. Possi, who also served successfully on the Board for two tenures. The AGM approved the appointment of CPA Sylvester Orao, Adv: Imelda Lulu Urio and Ms. Maimuna Kanyamala as ordinary members of the institution. Recruiting ordinary Members is expected to strengthen HakiElimu governance, increase inclusiveness, and enable the institution to reap the intergenerational benefits of bringing young people to the organisation's management.

CPA Sylvester Orao was elected to serve as the new chair of the board for HakiElimu, succeeding Richard Mabala, whose term ended in September 2024. This transition marks a significant moment for the organisation as it moves forward with renewed leadership at the helm of its governance structure. HakiElimu's management expresses its gratitude to CPA Sylvester Orao for accepting the role of board chair and is looking forward to working closely with him in the coming years.

HakiElimu also strengthened its collaboration and partnership with Development Partners (DPs). In April, HakiElimu conducted two meetings with DPs to review the programmatic and financial progress for 2023 and discuss HakiElimu's plans for 2024. The DPs have been pleased with the achievements realised in FY 2023 and have commended HakiElimu for those achievements. We took this opportunity to appreciate the DPs' generous support and requested additional financial support to implement the FY 2022–2026 Strategic Plan. The appeal was well received.

After many years of struggle and appeals, HakiElimu was finally granted a Charitable Status Certificate, No. 246, from the Tanzania Revenue Authority (TRA), effective April 22, 2024. This will significantly reduce its tax liabilities.

4.3. Financial, Human Resources and ICT Management

In 2024, HakiElimu upgraded its operating systems to meet the requirements of Development Partners, internal controls, and government regulations. In 2024, HakiElimu received TZS 4,182,374,000 in grant income from Oxfam Denmark, Global affair Canada, Hilton Foundation, Wellspring Philanthropic Fund (WPF), the Malala Fund, Christoffel Blind Mission (CBM) and UNDEF, with an opening fund balance of TZS 1,557,709,000 carried over from 2023, primarily from Echidna Giving, WPF, and the Conrad Hilton Foundation. This brought the total available funds to TZS 5,740,083,000. The organisation had an approved annual budget of TZS 5,297,365,000 and recorded an expenditure of TZS 4,744,669,000 by December 31, 2024, accounting for 85% of the yearly budget[18] . In 2024, HakiElimu signed contracts with Oxfam Denmark for a three-year grant of USD 748,048, Global Affairs Canada for a four-year grant of CAD 4,500,000, and the Conrad Hilton Foundation for a two-year grant of USD 600,000.

Throughout 2024, HakiElimu maintained a staffing size of 23 staff members, comprising 11 females and 12 males. In January, all staff members signed declarations to confirm their compliance with organisational policies for 2024 and developed individual performance objectives. Mid-year staff performance reviews were conducted to assess progress, highlighting HakiElimu's commitment to a high-performance culture and aligning staff efforts with its mission.

HakiElimu has advanced the implementation of an Enterprise Resource Planning (ERP) system, centralising and digitalizing 95% of its program and support activities to promote paperless operations. Some activities, such as accounting and reporting, continue to utilise parallel systems (Sage Accounting System and ERP), with full integration anticipated by 2025. This strategic focus on enhancing systems and operational efficiency highlights HakiElimu's dedication to fulfilling its mission and maximising the impact of contributions from Development Partners. The introduction of the ERP system has significantly increased HakiElimu's efficiency, reduced paper consumption, and contributed to HakiElimu's efforts to mitigate its negative environmental impact.

4.4. HakiElimu Gender mainstreaming

In line with this commitment, HakiElimu recruited a dedicated Gender Expert in 2024 to lead efforts in gender mainstreaming across the organisation's interventions and operations. This expert serves as a focal point for integrating gender perspectives into program design, implementation, monitoring, and evaluation, ensuring that all initiatives are responsive to the specific needs and experiences of women, men, girls, and boys. The recruitment of a Gender Expert signals a shift toward a more strategic and sustained approach to institutionalising gender transformation.

Furthermore, HakiElimu revised the Gender and Social Inclusion Policy to align with its intention to become a genuinely gender-transformative organisation. As part of this process, a comprehensive gender mainstreaming review was conducted to identify existing gender gaps in policies, practices, programming, and stakeholder engagement. The findings from the audit were instrumental in informing the recalibration of HakiElimu's strategic plan. Notably, the draft revised strategy now includes a dedicated output under its third outcome area, specifically aimed at strengthening the organisation's capacity in gender mainstreaming. This integrated approach ensures that gender equity becomes a core pillar of HakiElimu's mission and operational culture, contributing to more inclusive and effective advocacy for education and social justice in Tanzania.

[18] 15% of the budget was accrued for 2025 because funds for the project, such as Gender and Education Transformative, were received in early December 2024.

5.Challenges and Lessons

5.1.Challenges

- **Balancing Coalition Participation with Organizational Responsibilities**
  HakiElimu has successfully established three coalitions aimed at collectively promoting inclusive education and child protection. However, one of the challenges faced by the members is finding the balance between their commitments to the coalition's joint activities and their organisational responsibilities. This struggle has at times hindered the smooth and effective participation of members in coalition-led efforts. To address this issue and ensure more efficient collaboration, HakiElimu plans to take proactive measures in 2025 by coordinating the coalition members to develop a joint plan. This plan will include clear timelines for activities, enabling members to manage their time and responsibilities more effectively while contributing to the coalition's goals.

- **Delay in research permit approval for ECD Study**
  HakiElimu encountered delays in obtaining the research permit for its study on the political economy of Early Childhood Development (ECD), which was funded by the Hilton Foundation. The project, initially scheduled to end in April 2024, faced a setback due to this delay. As a result, HakiElimu had to request a No-Cost Extension from the Hilton Foundation to ensure the study's completion. The Hilton Foundation granted a two-month extension; however, this also led to an increase in the overall project cost, as it required additional compensation for overhead and staff time during the extended period.

- **Disruption of Toolkit Implementation due to the transfer of teachers**
  Between February and March 2024, the transfer of four teachers who were facilitating the implementation of the Toolkit on increasing youth engagement in democratic processes to other schools had a significant impact on the project. Their relocation disrupted the continuity of the toolkit's implementation in the affected schools. To address this challenge, HakiElimu took swift action by conducting an orientation session for the new teachers who were assigned to these schools. The goal was to ensure they understood how to effectively guide students in implementing the toolkit. However, this necessary intervention led to an increase in the project's implementation costs, as additional resources were allocated to the orientation and training of the new teachers, ensuring the project's success despite the challenges.

5.2.Lessons learnt

- **Citizens' Awareness of Government Promises in Plans is vital in promoting Citizen agency in Social Accountability.**
  Citizens and local civil society organisations (CSOs) hesitated to undertake social accountability monitoring (SAM) for the implementation of the National Strategy for Inclusive Education (NSIE). This is because 100% of Community Information Volunteers and 90% of CSOs implementing SAM were unaware of the current National Strategy for Inclusive Education targets, and therefore, didn't know what to track at the Community level to identify gaps for effective implementation of the Plan. HakiElimu facilitated the capacity building of these CSOs to understand all targets of the National Strategy for Inclusive Education and the fundamentals of Social Accountability Monitoring. After the training, CSOs were able to jointly develop tools for monitoring the implementation of the National Strategy for Inclusive Education. They confidently engaged with local government authorities to share the tools and their intention to conduct social accountability in implementing the National Strategy for Inclusive Education. The government provided permits for CSOs to visit schools to collect data. One lesson we have learned is that promoting community participation in social accountability requires all partners to understand that social accountability is built on the principle that the government is responsible for upholding citizens' rights. Citizens have the right to monitor and understand how public resources are utilised to achieve social and economic development. Educating communities on the concept of social accountability enhances their understanding of the need for and the role of community members in practicing social accountability, ultimately benefiting their community and the nation.

- **Evidence-based design is critical in bringing changes in society**
  When preparing the project, HakiElimu had a general understanding of the low level of youth participation in democratic processes. We aimed to enhance youth participation in democratic processes by developing the Action Civic Education Toolkit, which young people would implement to promote democracy inside and outside schools, including the diverse experiences of young people of all genders. We explored the factors limiting their involvement and identified inclusive strategies to enhance meaningful participation for all. The research informed the design of the Toolkit, helping to determine the key actions to be taken within and outside of schools, as well as the steps to follow in implementing the Toolkit. As a result, the Toolkit has led to significant changes, including schools establishing systems for youth participation in democratic processes, expressing their challenges, participating in free elections for student leaders, raising awareness about democratic issues, and engaging in school and community meetings. The successful implementation of the Toolkit is attributed to its evidence-based design.

- **Building a Democratic Society requires a shared understanding of why democracy matters in the development**
  During the initial stages of the project implementation, we observed that some government leaders and teachers had a negative perspective, believing that teaching young people democratic values could make them arrogant and rebellious. This contributed to some challenges in the implementation due to inadequate support from some leaders. To address this, HakiElimu intensified awareness-raising efforts on the project's objectives and the importance of building a democratic culture among young people, utilising the Action Civic Education Toolkit approved by the Ministry of Education. Having the Ministry of Education approve the toolkit was a breakthrough in addressing the challenges HakiElimu faced, particularly with leaders who had a negative perception of raising awareness among young people about the democratic process and their participation.

- **Empowering Local CSOs for Effective Policy Advocacy**
  A key lesson learned from working with local civil society organisations (CSOs) within established coalitions is the importance of fostering strong partnerships between national and regional organisations. National CSOs should prioritize supporting local CSOs, ensuring that the voices of communities at the grassroots level are amplified and heard at higher levels of decision-making. This collaborative approach not only strengthens joint advocacy efforts but also enhances the capacity of local civil society organisations (CSOs) in policy advocacy, enabling them to effectively influence future policy decisions in their communities. By empowering local organisations, we also ensure that their perspectives are integrated into broader national dialogues, promoting more inclusive and impactful policy changes that benefit all.

Annexes: Success Stories of *Friends of Education*

Friends of Education are volunteer community champions who are passionate about promoting education in their local areas. They are individuals, such as teachers, parents, youth leaders, social workers, or concerned citizens, who work collaboratively to support children's access to quality, inclusive, and safe education. *Friends of Education* are grassroots advocates trained and facilitated by HakiElimu to identify and address barriers to education, such as school dropouts, gender-based violence, child pregnancy, and disability-related challenges. In 2024, the *Friends of Education* played a vital role in transforming the lives of vulnerable children and youth across Tanzania by championing inclusive, community-driven support for education. Their efforts have enabled marginalised learners, especially girls returning after pregnancy and children with disabilities, to overcome social stigma, physical barriers, and emotional challenges to pursue their right to education. The following are success stories of the *Friend of Education* in 2024;

Success story 1:

Resilience and Hope: Nowelina Msumari's Return to School and Triumph

Nowelina Msumari's journey is one of resilience and determination. In 2023, at the age of 15, she faced an unexpected and complicated challenge when she became pregnant. Due to societal pressures and the demands of motherhood, she had to drop out of school in August 2023 while she was in Form One. The decision to leave school was heartbreaking for Nowelina, but she found strength in her desire to continue her education and create a better future for herself and her child.

In March 2024, just three months after giving birth, Nowelina received invaluable support from *Friends of Education*, who are committed to ensuring that girls like her return to school after childbirth. With their assistance, she was able to re-enroll in school and resume her education, despite the many obstacles she faced.

While the road was challenging, Nowelina's determination, combined with the unwavering support of her family and friends, kept her going in education. Her perseverance paid off when, in November 2024, she sat for her Form II national examination. Despite the challenges she faced in balancing motherhood and education, she achieved an impressive Division II with 21 points. Her success is a testament to her resilience, the importance of family support, and the efforts of community members, such as *Friends of Education*, in ensuring that girls, regardless of their circumstances, can continue their education. Nowelina's story serves as an inspiration to other girls who may face similar challenges, showing that with the proper support and determination, anything is possible.

Success story 2:

Empowering Bandoma: A Journey to Education Through Community Support

Bandoma acquired a disability at a young age due to an illness, which has significantly impacted his mobility. Despite his challenges, Bandoma has a strong desire to attend school and pursue his education. However, the lack of appropriate support made this difficult for him and his family. His condition made it impossible for him to operate a three-wheeled bicycle independently, and his parents had to carry him to school every day.

Upon learning about Bandoma's situation, *Friends of Education* of Ukerewe mobilised other *Friends of Education* across Tanzania to secure a wheelchair for Bandoma in October 2024. The wheelchair is currently supporting him to attend school with greater ease and carry out his daily activities more independently, which is a significant step forward for his education and well-being. This shows how small acts of support can have a life-changing impact on children with disabilities. This story underscores the importance of community-driven initiatives and inclusive education, both of which are essential in ensuring that every child has the opportunity to learn and thrive.

Success story 3:

Anyesi's Journey: From Stigma to Strength in Pursuit of Education

Anyesi Ernest Kongo, a determined young girl from Kigoma, faced a difficult challenge that many adolescent girls encounter. While studying as a Form II student at Mkabogo Secondary School, Anyesi became pregnant and had to drop out of school in 2023. Like many young girls in similar situations, Anyesi faced societal stigma and rejection, which made it even harder for her to return to school after giving birth. When she attempted to return to her studies, she was met with mockery and judgment from her peers and some members of her community. This treatment made her lose hope of returning to school.

However, Anyesi's story did not end there. *Friends of Education* in Kigoma heard about her struggles and took immediate action to support her. Understanding the importance of education for every child, especially for those facing challenges like Anyesi, the *Friends of Education* facilitated her former secondary school. Additionally, *Friends of Education*, with the support of community social workers, provided Anyesi with the much-needed psychological support to help her regain her confidence and motivation. This assistance played a crucial role in rebuilding her emotional strength, enabling her to refocus on her education once more.

With the support she received from *Friends of Education*, Anyesi returned to school with renewed hope and determination. She is now continuing with her studies in Form III, motivated to succeed academically and fulfill her dreams despite the setbacks she encountered. Anyesi's journey is a testament to the power of community support, the importance of psychological care, and the resilience of young girls determined to overcome adversity and pursue their education.



HakiElimu

STATEMENT OF BOARD OF DIRECTORS RESPONSIBILITIES FOR THE YEAR ENDED 31 DECEMBER 2024

Those Charged with Governance ("the Members") are responsible for the preparation of financial statements that give a true and fair view of HakiElimu comprising the statement of financial position as at 31 December 2024, the statement of financial performance, the statement of changes in net assets, and the statement of cash flows for the period then ended and notes to the financial statements, including a summary of material accounting policies and other explanatory information in accordance with International Public Sector Accounting Standards (IPSAS) and in the manner required by the Non-Government Act, 2002. The Members also confirm compliance with the provisions of the requirements of Tanzania Financial Reporting Standard No.1 (TFRS 1) and all other statutory legislations relevant to the NGO,

Those Charged with Governance are also responsible for such internal control, as the board members determine is necessary, to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error, and for maintaining adequate accounting records and an effective system of risk management.

Those Charged with Governance have assessed the ability of the Organization to continue as going concern and nothing has come to'the attention of the board members to indicate that the Organization will not remain as a going concern for at least the next twelve months from the date of this statement.

The Auditor is responsible for reporting whether the financial statements give a true and fair view in accordance with the applicable financial reporting framework.

Approval of the financial statements

The Organization's financial statements, as id ratified in the first paragraph, were approved by Those Charged with Governance on.....11th..April.....2025 and signed by:



CPA Sylvester Orao
Board Chairman



Dr. John Kalage
Executive Director

Grant Thornton

INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS OF HAKIELIMU

Grand Thornton Assurance Tanzania

Registered office:

First Floor, Viva Towers
Ali Hassan Mwinyi Road
P.O. Box 7906
Dar es Salaam
Tanzania

Report on the Audit of the Financial Statement

Opinion

We have audited the accompanying financial statements of HakiElimu (the NGO"), which comprise the statement of financial position as at 31 December 2024, the statements of financial performance, changes in net assets, and cash flows for the year then ended, and the notes to the financial statements, comprising significant accounting policies and other explanatory information, as set out on from page 23 to 47.

in our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of HakiElimu as at 31 December 2024, and of its financial performance and cash flows for the year then ended, in accordance with International Public Sector Accounting Standards (IPSAS) and in the manner required by the NGOs Act, 2002.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Organization in accordance with International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants (IESBA Code), together with the ethical requirements that are relevant to our audit of the financial statements in Tanzania, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other matter

The financial statements of the Organization for the year ended 31 December 2023 were audited by another auditor, who expressed an unmodified opinion on those statements on 15 April 2024.

Other information

Those charged with governance are responsible for the other information. The other information comprises the Report by Those Charged with Governance as required by the NGOs Act, 2002; Statements of Responsibilities by Those Charged With Governance and Declaration of Head of Finance. The other information does not include the financial statements and our auditors' report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is no material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard

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Partners M Fazel
K Shah

Grant Thornton

INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS OF HAKIELIMU (CONTINUED)

Responsibilities of the Directors and Those Charged with Governance for the Financial Statements

The Directors are responsible for the preparation of financial statements that give a true and fair view in accordance with International Public Sector Accounting Standards (IPSAS), and the requirements of the NGOs Act, 2002, 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 NGO'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 NGO or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the NGO'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 guarantee that an audit conducted in accordance with 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 on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement 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 NGO's internal control,

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.

- Conclude on the appropriateness of the 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 NGO'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 HakiElimu to cease to continue as a going concern.

- 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.

We communicate with the Directors 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 identity during our audit.

Grant Thornton

INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS OF HAKIELIMU (CONTINUED)

Report on Other Legal and Regulatory Requirements

As per Section 29(1)(a)(b) of the Non-Governmental Act, 2002 ("N Os Act") as amended by Section 35 of the VWltten Laws (Miscellaneous Amendments) Act, 2019 ("Miscellaneous Amendments Act, 2019w) provide that each Non-Governmental Organization shall for every activities calendar year, prepare a report of its activities which shall be made available to the Public, the Council, the Board and other stakeholders and prepare an annual audited report and submit copies thereof to the Council and the Board and shall be made available to the public."

From the above requirement required by the NGOs Act, 2002 we report that:

- In our opinion, proper accounting records have been kept by HakiElimu
- The individual accounts are in agreement with the accounting records of the NGO: 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.

Grant Thornton Assurance Tanzania
Certified Public Accountants (T)
Registration Number: PF 403

Signed by: Muntazir Fazel - ACPA 2323
Dar es Salaam

Date 11 April 2025

HakiElimu

STATEMENT OF FINANCIAL PERFORMANCE AS AT 31 DECEMBER 2024

	Notes	2024 TZS'000	2023 TZS'000
Revenue			
Revenue from Non-exchange transactions	5	4,744,669	4,476,660
		4,744,669	4,476,660
Expenses			
Program Related Costs	6	(2,803,849)	(2,559,744)
Administration Related Costs	7	(1,940,820)	(1,916,916)
Total Expenses		(4,744,669)	(4,476,660)
Deficit/Surplus for the year		-	-

Independent Auditors' Report is on pages 20 to 22.
Notes to the financial statements are on pages 29 to 47.

HakiElimu

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2024

	Notes	2024 TZS'000	2023 TZS'000
ASSETS			
NON-CURRENT ASSETS			
Equipment	8	2,748,003	2,017,230
Intangible Assets	9	44,479	16,120
WIP - intangible Assets	9	89,257	89,257
TOTAL NON-CURRENT ASSETS		2,881,739	2,122,607
CURRENT ASSETS			
Receivable from Non-Exchange Transactions	10	37,342	15,456
Receivable from Exchange Transactions	11	20,107	10,812
Cash and cash equivalent	12	1,482,488	2,053,462
TOTAL CURRENT ASSETS		1,539,937	2,079,730
TOTAL ASSETS		4,421,676	4,202,337
NET ASSETS			
Accumulated Funds		1,959,753	1,959,753
Revaluation Reserve		1,246,710	309,875
		3,206,463	2,269,628
CURRENT LIABILITIES			
Deferred Income	13	995,414	1,557,709
Payable from Non-Exchange Transactions	14	45	199
Payable from Exchange Transactions	15	219,754	374,801
		1,215,213	1,932,709
TOTAL LIABILITIES		1,215,213	1,932,709
TOTAL NET ASSETS		4,421,676	4,202 337

Approval of the financial statements

The fins calnts were approved by the Board of Those Charged with Governance on 11th April 2025 and signed on its behalf by:

CPA Sylvester Orao
Board Chairman

Dr. John Kalage
Executive Director

HakiElimu

STATEMENT OF CHANGES IN NET ASSETS AS AT 31 DECEMBER 2024

	Accumulated Fund	Revaluation Reserve	Total
	TZS'000	TZS'000	TZS'000
Year ended 31 December 2023			
Balance as at 01 January 2023	1,959,753	309,875	2,269,628
Surplus/(deficit) for the year	-	-	-
Balance as at 31 December 2023	1,959,753	309,875	2,269,628
Year ended 31 December 2024			
Balance as at 01 January 2024	1,959,753	309,875	2,269,628
Surplus / (deficit) for the year	-	-	-
Revaluation of Equipment and Intangible Assets	-	936,835	936,835
	-	936,835	936,835
Balance as at 31 December 2024	1,959,753	1,246,710	3,206,463

Independent Auditors' Report is on pages 20 to 22.
Notes to the financial statements are on pages 29 to 47.

HakiElimu

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2024

	Notes	2024 TZS'000	2023 TZS'000
Cashflows from operating activities			
Deficit/Surplus for the year		-	-
Adjustments for:			
Depreciation expense		184,880	179,476
Amortization expense		16,120	16,120
Disposal of Equipment		10,192	
		211,192	195,596
Movement in working capital			
Receivable from Non-Exchange Transactions			
Receivable from Exchange Transactions		(21,885)	(4,790)
Payable from Non-Exchange Transactions		(9,295)	(6,116)
Payable from Exchange Transactions		(154)	(6,275)
Deferred Income		(155,047)	113,160
Net cash outflow from operating activities		(562,295)	(595,440)
		(537,484)	(303,865)
Cashflows from investing activities			
Acquisition of property, plant and equipment			
Acquisition of Intangible asset WIP		(33,490)	(27,516)
Net cash outflow from investing activities		-	(89,257)
		(33,490)	(116,773)
Cashflows from financing activities			
Capital gains received		-	-
Net cash outflow from financing activities		-	-
Net decrease in cash and cash equivalent		(570,974)	(420,638)
Movement in cash and cash equivalent			
Cash and cash equivalent at the start of the year		2,053,462	2,474,100
Movement in cash and cash equivalent		(570,974)	(420,638)
Cash and cash equivalent at the end of the year	13	1,482,488	2,053,462

Independent Auditors' Report is on pages 20 to 22.
Notes to the financial statements are on pages 29 to 47.

HakiElimu

STATEMENT OF COMPARISON OF BUDGET AND ACTUAL AMOUNT FOR THE YEAR ENDED 31 DECEMBER 2024

	Original and Final Budget	Actual amount on Accrual Basis	Actual on comparable basis	Performance Difference
	TZS'000 [A]	TZS'000 [B]	TZS'000 [C]	TZS'000 [D = A - C]
Revenue				
Revenue from Non-exchange transactions	5,297,365	4,504,255	4,185,414	1,111,951
Expenses				
Program Related Costs	(3,368,747)	(2,803,698)	(2,781,963)	(586,784)
Administration Costs	(1,928,618)	(1,700,557)	(2,081,322)	152,705
Total Expenses	(5,297,365)	(4,504,255)	(4,863,285)	(434,080)
Operating Deficit / Surplus	–	–	(670,719)	670,719
Capital Expenditures				
Plant, Property and Equipment	–	–	33,490	(33,490)
Deficit/Surplus for the year	–	–	(647,421)	647,421

RECONCILIATION OF ADJUSTMENTS FOR ACCRUED AMOUNTS AND NON-CASH ITEMS

	TZS '000
Revenue	
Revenue from Non-exchange transactions	4,744,669
Increase in deferred income	(562,295)
	4,182,374
Expenses	
Program Related Costs	(2,803,849)
Changes in other debtors and staff imprest	21,886
	(2,781,963)
Administration Costs	(1,940,820)
Decrease in prepayments	9,295
Increase in staff welfare cost	(154)
Increase in trade and other payables	(155,047)
Depreciation and amortization charges	5,404
	(2,081,322)
Capital expenditures	33,490
	33,490
Actual movement in cash and cash equivalent	(647,421)

HakiElimu

STATEMENT OF COMPARISON OF BUDGET AND ACTUAL AMOUNT (CONTINUED) FOR THE YEAR ENDED 31 DECEMBER 2024

Hakielimu's budget is prepared on a cash basis, covering the financial period from 01 January 2024 to 31 December 2024, and was approved by the Board. The financial statements are prepared on an accrual basis, and the amounts were recast from the accrual basis to a cash basis for comparison purposes. Below are the key reasons for the material variations between the budgeted and actual expenditures:

A) **Survey Postponement:** The planned survey was postponed to 2025, resulting in unutilized funds for this activity.

B) **Cost Savings from Internal Staff Utilization:** Internal staff were used to prepare financial statements, fact sheets, and to train partners, leading to significant cost savings. Most reflections and office upkeep activities were conducted internally, reducing external costs.

C) **Contract Delays with GAC:** The contract with GAC was delayed and signed in November, causing several activities to be postponed to 2025, 2026, and 2027.

D) **Project Activity Continuations:** Several project activities, including SAUTI ZETU and PEAT, were shifted to the 2025 plan due to delays in implementation. Some partners of the SUATI ZETU Project delayed project implementation, affecting the budget utilization.

E) **Donor Fund Delays:** Certain activities were delayed due to waiting for donor funds and were shifted to the 2025 plan.

F) **Capital Expenditures:** Pending laptop purchases were capitalized and planned for the 2025 budget. Equipment acquisitions were capitalized, impacting the current year's capital expenditure.

G) **Under-Budgeted Activities:** The Malala Project End line evaluation was under-budgeted, leading to increased costs. Staff welfare and unforeseen activities were under-budgeted, resulting in higher-than expected expenditures.

H) **Cost Savings from Reduced Utility and Communication Expenses:** Less cost was incurred on utility and internet comrinunication resulting in cost savings. Fewer unforeseen events occurred, contributing to additional cost savings.

I) **Project Delays and Funding Constraints:** Several activities were not fully implemented due to funding challenges and are planned for implementation in the 2025 and 2026 budgets.

"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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