

Annual Report 2023

hakielimu




SPEAK ENGLISH



Annual Report 2023

January to December

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Abbreviations and Acronyms

ACERWC	African Committee of Experts on the Rights and Welfare of the Child
AGM	Annual General Meeting
AU	African Union
CWD	Children with Disabilities
CGS	Coalition for Good Schools
CIV	Community Information Volunteers
CSOs	Civil Society Organisations
DAC	Day of the African Child
DPs	Development Partners
ETP	Education and Training Policy
ESDP	Education Sector Development Plan
FoE	Friends of Education
GAC	Global Affairs Canada
GAWE	Global Action Week for Education
GRTI	Girls' Retention and Transition Initiative
GST	Good School Toolkit
IIDC	Impact and Innovations Development Centre
IMTC	Inter-Ministerial Technical Committee
IT	Information Technology
ITV	Independent Television
IVR	Interactive Voice Response System
LGAs	Local Government Authorities
LOI	Language of Instruction

MEAL	Monitoring, Evaluation, Accountability and Learning
MoEST	Ministry of Education, Science and Technology
MPs	Members of Parliament
NGOs	Non-Governmental Organisations
PO-RALG	President's Office -Regional Administration and Local Government
SAM	Social Accountability Monitoring
SEQUIP	Secondary Education Quality Improvement Project
SFFF	Senior Female Focal Friends
SMS	Short Messages
SRHR	Sexual and Reproductive Health and Rights
TDA	Tanzania Digital Award
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TWG	Technical Working Group
UNDEF	United Nations Democracy Fund
UNICEF	United Nations Children's Fund
VAC	Violence Against Children
WEEG	Women Economic Empowerment Group


ELIMU YANGU
NI YA THAMANI
KULIKO
NG'OMBE

A Word from the Board Chairperson



2023 was quite a momentous year as it witnessed the culmination of a national debate on education in the issuing of a new policy for education. Among other things, the policy provided for greater choice of educational and therefore career paths for students, through recognising vocational pathways in addition to academic ones. It also re-emphasised competency-based education which has actually been the policy since 2005 with particular stress on 21st Century Skills. HakiElimu was pleased to be able to contribute significantly to the debate through workshops, reports and advocacy.

Much of the new policy can be seen as steps in the right direction, even with regard to a statement that secondary schools could ask for permission to use Kiswahili as the medium of instruction and presumably be able to do their exams in Kiswahili also. It will be interesting to see how many schools do actually opt to ask for that permission and whether such permission will be granted, given that the education train seems to be moving in the opposite direction with the rapid opening of government English Medium primary schools. In this, as with many other aspects of the new policy, HakiElimu will be monitoring how the policy is actually put into practice to ensure that all children get access to quality education.

Another area of concern is that, although the new syllabus emphasises competency-based learning as well as 21st Century skills, the examination system remains unchanged to date with its emphasis on memorisation of large numbers of facts (in a language in which the majority of students struggle). The new vocational pathways also require a very large investment in teacher education and infrastructure to allow schools, all schools, to provide the large number of alternatives suggested in the policy.

Thus, the policy requires some fairly significant paradigm shifts in people's thinking about education, in particular the groups in society that benefit from and have the greatest influence on the current system. Can we move away from an examination dominated system which places emphasis on memorisation rather than skills thereby enabling teachers and students to concentrate on the skills? As usual HakiElimu will be following up.

One indicator that opening up the system to 21st Century skills, in particular critical and creative thinking, will not be easy was the reaction of some participants during the training of teachers, District Education Officers, School Boards and Councillors on the Action Civic Education Toolkit developed by HakiElimu. They actually feared that the promotion of youth democratic rights will create 'revolt groups' which may cause more problems than development in communities. My experience is that exactly the opposite takes place. Young people revolt when deprived of the opportunity to participate and contribute their ideas and talents to their schools' communities, rather than the other way round.

It is unthinkable that one can have a democratic society if democracy is not inherent in our schools thereby enabling our pupils and students to learn democracy through practice.

Having said all that, I would like to commend all the staff of HakiElimu as well as the Friends of Education in communities across the country for another year of hard and committed work in both supporting government initiatives and proving a thoughtful critique of how to improve education. Their commitment to quality education for all are a key contribution to the development of our society. Indeed, it is needed more than ever as the demands for better, more relevant education, the development of 21st Century skills and democratic participation throughout society get ever stronger.

Finally, it is time for me to say goodbye as board chair. I have been privileged to chair the board for several years and benefit from the expertise and commitment of board, members and staff. Now I can happily step down to make way for a new chair to carry HakiElimu's vision and mission forward more vigorously than ever in collaboration with the board, staff and friends of education everywhere. It is not enough to say thank you to all who have worked with me and supported me all these years. I remain for ever in their debt.



Mwalimu Richard Mabala
Board Chairperson



Executive Director's Statement



Dear Partners and Friends,

As we reflect on the year 2023, it is evident that our collective efforts have yielded significant progress toward achieving equitable, quality, and relevant education. Launching of the New Education Policy (ETP 2014 Version 2023) and the change of Curriculum aiming to improve the relevance of education and ensure learners acquire 21st-century skills and competencies is one of the major milestones in a decade emanating from our collaborative efforts and advocacy, which we should all celebrate about.

Among the key reforms in the new policy and curriculum include the government's recognition of a wide range of stakeholders contributing to the delivery of quality education, the creation of vocational pathways in secondary education, more reliance on competence-based learning than a list of contents to be covered by teachers, putting a learner at the center of teaching and learning process and putting more emphasis on 3Rs at lower primary to enable learners to develop the ability to read and do simple arithmetic.

Recognizing the importance and the benefits of technological advancement, HakiElimu made a big step in digital transformation by introducing an Enterprise Resource Planning (ERP) system to our operations. The system has significantly improved efficiency and effectiveness, making HakiElimu almost paperless in executing its internal operations. This aligns with our commitment to environmental protection and contribution to addressing climate challenges.

Furthermore, our focus on addressing violence against children in school through strategic collaborations with the government, other stakeholders, and the citizens demonstrates our dedication to ensuring a school is a safe place for our children to be and reversing this concerning trend of Violence against Children (VAC) in schools.

Our collaboration with various stakeholders, including Civil Society Organizations, *Friends of Education*, University partners, Researchers, Media, and The Government, has been instrumental in advancing our work in improving education quality and enhancing inclusion, gender equality, and early childhood development. We express our sincere gratitude to our development partners, Global Affairs Canada, Echidna Giving, Comic Relief, the United Nations Democracy Fund (UNDEF), the Conrad N. Hilton Foundation, the Malala Fund, the Wellspring Philanthropic Fund, and UNICEF. Your financial and technical contributions have been invaluable, and we look forward to continuing this journey together.

As we celebrate the achievements at the national and organizational levels, we recognize the huge work ahead of us, which needs commitment, dedication, and investment. Having a good Education and Training Policy is essential, but commitment to proper implementation is even more critical. We urge the government to start 2024 with the right footing, with adequate investments and

appropriate plans for implementing the ETP and new curriculum. Your continued support and engagement are crucial, and HakiElimu will continue to monitor the implementation and advise the government on where we see the gaps.

Dr. John Kalage
Executive Director



Executive Summary

HakiElimu is currently in the second year of implementing its five-year strategic plan for the period 2022-2026. The overarching objective of this strategic plan is to achieve equitable, quality, and relevant education powered by an inclusive and democratic society. The strategy is centered on realizing key policy outcomes in the education sector. It comprises four major outcomes, with three being programmatic and one focusing on strengthening institutional capacity to efficiently carry out the strategy. The expected outcomes of this strategy are as follows:

Outcome 1

Improved equity and quality of learning for all children.

Outcome 2

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

Outcome 3

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

Outcome 4

Strengthened organizational capacity, policies, systems procedures, and governance for effective program delivery.

2023

HakiElimu implemented several interventions such as strategic engagements to contribute to the review of the 2014 Education and Training Policy (ETP 2014) and Education Curriculum, advocating for the implementation of re-entry guidelines, implementation of Good School toolkit (GST) to promote safe schools in Tanzania, and public campaigns through mainstream and social media to advance HakiElimu advocacy agenda.

Some of the notable achievements registered in 2023 are as follows: -

- Advocated for changes in the 2014 ETP and the Education Curriculum to improve the relevance of education and ensure learners acquire 21st-century skills and competencies. Among the key reforms in the new policy and curriculum include the government's recognition of a wide range of stakeholders contributing to the delivery of quality education, the creation of vocational pathways in secondary education, more reliance on competence-based learning than a list of contents to be covered by teachers, putting a learner at the center of teaching and learning process and putting more emphasis on 3Rs at lower primary to enable learners to develop the ability to read and do simple arithmetic. The implementation of the revised ETP and Education Curriculum will officially start in 2024, so we expect the government to develop a clear strategy for ETP implementation, including revision of the ESDP 2021/2022 – 2025/2026 and the Education Act, 1978. We also expect the government to maintain stakeholder collaboration, communication transparency, and continuous implementation monitoring. HakiElimu will continue utilizing the existing opportunities and seeking more opportunities to advocate and engage effectively in those proposes.

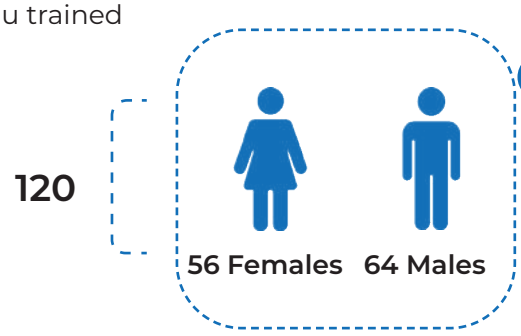
- Promoted effective implementation of re-entry guidelines through mainstream and social media campaigns that reached 20,800,000 viewers and 2,424,000 listeners.

- Strengthened child protection systems in 127 primary and secondary schools, which promoted ending violence against children in Tanzania.

- Influenced education budget planning and equitable resource allocation through strategic engagements with members of the parliament (Education Champions) and the Education, Culture, and Sports Committee.

- Enhanced the school learning environment through collaboration with communities surrounding the program schools, resulting in the installation and rehabilitation of Water Sanitation and Hygiene (WASH) facilities benefiting a total of 5,202 students.

As part of strengthening the Monitoring Evaluation, Accountability and Learning (MEAL) system, HakiElimu trained



Community Information Volunteers (CIVs)

on routine data collection and reporting. The training and support equipped CIVs to actively and effectively participate in school performance monitoring, preparation, and submission of monthly reports, and routine data collection from schools.

This year, HakiElimu made a step-in step in digital transformation for starting using an Enterprise resource planning (ERP) system whereby all operational activities are centralized and digitalized. The system encourages paperless and some of the organization's operational activities both program and support activities are currently operationalized through the ERP system. The organization is still using parallel systems (Sage accounting system and ERP system) in some of its operation activities including accounting and reporting activities.

The Board of HakiElimu continued with its oversight role where four Board Committee Meetings and two Board Meetings were conducted in which among other things they received, reviewed, and discussed both the Annual report 2022, audited financial statement of 2022, Annual plan of

2023, and Half year report of 2023. In the same vein, the Board approved minor amendments to the HakiElimu financial regulation policy.

HakiElimu's endeavors have been made possible through the invaluable support of our esteemed donors and partners, without whom the substantial accomplishments detailed in this report would not have been achievable. We wish to express our sincere and collective gratitude to Global Affairs Canada, Echidna Giving, Comic Relief, the United Nations Democracy Fund (UNDEF), UNICEF, the Conrad N. Hilton Foundation, the Malala Fund, and the Wellspring Philanthropic Fund.

Despite of the achievements, HakiElimu experienced a number of challenges in 2023. Some notable challenges are;

- In 2023, HakiElimu experienced a shortage of funding from Development partners because of the global economic crisis, the Russian and Ukraine war, and the shift of donor priorities in response to covid-19 pandemic. Insufficient funding has led to the postponement of some planned activities as per the 2022-2026 strategic plan.

- In March 2023, HakiElimu submitted the Action Civic Education Toolkit to the Ministry of Education, Science and Technology (MoEST) for review and approval. However, the review was delayed for six months hence affecting the implementation timeline of the project. This project was planned to end in February 2024, but the delay will necessitate the "No Cost Extension" of the project until June 2024.

- Social enterprises started within the program schools, especially vegetable gardens were severely affected by drought. School communities were also affected by drought as they lacked access to clean water for normal usage.

- During the Training of Teachers, District Education Officers, School Board, and Councillors on the Action Civic Education Toolkit[1], some participants from all 6 districts namely Tabora, Mkuranga, Ukerewe, Kilwa, Sumbawanga, and Arusha expressed concerns that the promotion of youth democratic rights will create revolt groups which may cause more problem than development in communities.

During the year 2023, HakiElimu has learnt that an Interactive Voice Response System which we installed in 2023 to raise awareness on child protection and girls' education is a relevant avenue for raising public awareness and advocating changes on key policy issues. The platform has been impactful for a targeted population particularly receive receiving feedback hence informing HakiElimu on citizens' perceptions and responses to campaign messages. We have also learnt that Feedback is key when communicating advocacy messages. There is no communication without feedback and there is no learning without feedback**.** It is very vital to monitor all media campaign as it helps the organization to learn whether the campaign messages are reaching the target audience, and that the audience resonates with the message and responds to the call to action.

1 A tool to promote Youth engagement in democratic process which has been designed and developed by HakiElimu. The Tool intends to promote democracy in teaching, school leadership, students' leadership and extra curricula activities.



1.0. Introduction



1.1 The 2023 Tanzanian Education Context and Landscape

Tanzania went through a dynamic education landscape and context in 2023. Taking off under significant policy and curriculum reforms; and strong political aspirations in the sector; the year also landed with unresolved traditional challenges and setbacks. Despite the challenges that we will highlight, 2023 is generally considered a year that laid a foundation for positive change in Tanzania's education system with sustained commitment from the government, development partners, and stakeholders which was crucial to overcoming some strong challenges that hit the sector and threatened attainment of equitable and quality education for all.

The year 2023, was dominated by the most impactful change; the adoption of the new Education and Training Policy and Primary and Secondary Education Curriculum change; in November 2023. These changes, not only improved the content of our basic education curricula to include vocational and training education pathways in ordinary secondary education; but they have also re-structured primary education to Six years from the traditional Seven years. The aim is to have qualified and more useful human resources in the employment circle as early as possible. HakiElimu has contributed to the preparation of the new curriculum through advocacy to improve the relevance of education and ensure that learners acquire 21st-century skills and competencies, as noted in the HakiElimu Strategic Plan. The implementation of the revised ETP and Education Curriculum will officially start in 2024, so we expect the government to develop a clear strategy for ETP implementation, including revision of the ESDP 2021/2022 – 2025/2026 and the Education Act, 1978. We also expect the government to maintain stakeholder collaboration, communication transparency, and continuous implementation monitoring. HakiElimu will continue utilizing the existing opportunities and seeking more opportunities to advocate and engage effectively in those proposes.

The context also saw increased efforts toward intensification of access to education for marginalized groups, including girls, children with disabilities, and those in remote areas through prolonged 'fee-free education' provision for basic and advanced secondary education; and implementation of the 'Re-Entry Guideline' which gives formal re-admission chances to students who dropped out of school for various reasons (including pregnancy). This is noted by HakiElimu as it continues to advocated in these same areas to ensure that no child is left behind, as part of its overall goal for "Equitable, quality and relevant education powered by inclusive and democratic society".

The government remained the dominant custodian of the provision of education, owning and running 17,463 out of 19,733 primary schools in Tanzania (88.8% of all primary schools). At the secondary level, 4,578 out of 5,926 secondary schools are government-owned, which is 77.3% of secondary schools in Tanzania. In terms of Higher-level education, public universities account for approximately 86% of higher education in the country, while private universities account for the remaining 14%. The education cycle also reflects the policy change; 1 year of pre-primary, 6 years of primary, 4 years of Ordinary Secondary, 2 years of Advanced secondary, and 3+ years of higher education or college (1+6+4+2+3+).

As per 2023 BEST Statistics, Pupil to Teacher ratio for primary schools remained at 1:55[2], vs the recommended ratio of 1:45. There is a large variance between Government Schools and Non-Government Schools, whereby Government Schools have a Pupil Teacher Ratio (PTR) of 1:61, and Non-Government Schools have a ratio of 1:21. The situation at the secondary level is, however, better with the PTR in secondary schools is 1:26[3], vs the recommended ratio of 1:25. There is again a discrepancy in terms of Government schools, which have a PTR of 1:29, and Non-Govt Schools, which have a PTR of 1:14.

2 *https://www.tamisemi.go.tz/storage/app/ep4r2023/VIASHIRIA%20EP4R_2023/Summary_Primary_PTR%20and%20PQTR%20in%20Gov&Non-Gov,%202023.xlsx*

3 *https://www.tamisemi.go.tz/storage/app/ep4r2023/VIASHIRIA%20EP4R_2023/Summary_Secondary_Students_Teachers%20in%20Gov&NonGov,%202023.xlsx*

There is a challenge in the transparency of the data related to the Pupil Classroom Ratio (PCR). Although information on the number of classrooms was included in 2021 BEST, the same data was not included in 2022 and 2023 BEST, hence creating difficulties in computing PCR for 2022 and 2023. However, as per BEST 2021 statistics, the PCR for primary schools was 1:81 as opposed to the recommended ratio of 1:45. This shows a considerable challenge in terms of infrastructure, where there is a little more than half the available classrooms to meet the recommended ratio. Assuming that the 2021 PCR would be the same in 2023, if you compare this with the 2023 Primary School PTR of 1:55, it means that only two-thirds of the teachers have an available classroom to teach in, with an assumption that one teacher would teach 55 students in one classroom. At the secondary school level, PCR data for 2022 and 2023 are not available to be compared with the 2021 data, which indicates that the PCR at the secondary school level is 1:42.

Though the availability of some of the data that could inform a proper analysis is challenged, the analysis drawn from the available data indicates a significant shortage of teachers and classrooms at both primary and secondary levels. HakiElimu continues to advocate for increased transparency, recruitment of more qualified teachers, and infrastructure improvements to ensure that increased enrolment does not further compromise the quality of education.

Notwithstanding the achievements pointed out above which dominated the 2023 education landscape, the context was, however, mixed up with flaws and inefficiencies that led to the nagging of some key education outcomes indicators. On the financing and management aspects, the context was dominated by inadequate education budget allocation and utilization which has contributed to low educational quality and underperforming. Some key visible low-performing education indicators include insufficient teachers, poor infrastructure, and poor education outcomes in terms of final examination results.

The Education Sector Budget Allocations for instance, remained far below the costing estimates in the Education Sector Development Plan, with the Education Sector allocation of TZS 5,979 Billion being significantly lower than the Costing Estimate of TZS 8,128 Billion for 2023/24. The proportion allocation of the education sector to the national budget has remained at 13.5% being way below the Incheon Declaration recommendation of 20% for Sub-Saharan Countries on Education Financing.

The context is also still dominated by inadequate transparency and accountability in the education sector plans and budgeting. Although the Ministries responsible for education such as the Ministry of Education, Science and Technology (MoEST) and President's Office – Regional Administration and Local Government (PO-RALG) have made efforts to facilitate the collection and publication of education statistics at the Primary and Secondary level that can be used to inform budget allocation, such as enrolment, and number of available teachers; there is still a challenge when it comes to updating information regarding infrastructure, purchased books, and disbursement and budget utilization information. HakiElimu has identified Government Transparency, responsiveness and accountability as a key focus area in its strategic plan, and has worked to advocate for continuous improvement in this area through its annual budget analysis.

Despite these challenges, Tanzania's education landscape in 2023 exhibited a strong commitment to progress and positive change. The focus on quality, inclusivity, and innovation holds promise for a brighter future of education in the country. The context has also experienced significant shifts, including enhanced civic engagement, political will for quality education, and financial commitments that are expected to create favourable operating conditions not just for the education sector but also for related fields.

HakiElimu is looking forward to the year 2024 as it taps into the government's growing willingness to foster collaboration and dialogue between the government and non-state actors, aiming to contribute to the realization of Vision 2025 and promoting increased citizen participation in policy

dialogues and decision-making processes. HakiElimu will continue to monitor the implementation of the Re-Entry policy and; adoption of the new Education and Training Policy and a curriculum which emphasises skills development.



2.0. Programme and Institutional Performance in 2023



This report highlights major achievements of the second year of our strategic plan; results obtained in the four focus areas, challenges, lessons learned, and the way forward. HakiElimu acknowledges and appreciates the financial and technical support from Development Partners that resulted in the achievements detailed therein. Specifically, we would like to extend our gratitude to Global Affairs Canada, Echidna Giving, United Nations Democracy Fund, Conrad N. Hilton Foundation, Malala Fund, Comic Relief, UNICEF Tanzania, and Wellspring Philanthropic Fund.



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

In this outcome, HakiElimu advocates for the use of Kiswahili as a language of instruction and assessment at the secondary level; implementation of re-entry guidelines to allow teen mothers and other school dropouts to return to school without stigma; change of ETP and Curriculum to improve the relevance of education and ensure learners acquire 21st-century skills and competences; a flexible education system that allows alternative pathways on top of academic achievements; change of curriculum for teacher's education to ensure graduates are competent on subject matter and pedagogy; change from traditional teaching/transmission to learner-centered methods; improved teacher's capacity to implement competency-based curriculum; the use of mixed assessment system to capture the diversity of learners; supportive learning and teaching environment for girls and children with disabilities and safe and equitable learning environment that support all children to reach their full potential. The activities and results achieved are provided in subsections below.

2.1.1. Advocating for the use of Kiswahili as a language of instruction and assessment at the secondary level

In 2023, HakiElimu's efforts to advocate for Kiswahili as a Language of Instruction at the lower Secondary School level took a two-sided shape. At the beginning of the year, hope rose with the government's fast-tracked education Curriculum and Policy review process. HakiElimu took various initiatives to take advantage of this process; First, space was secured in three policy review meetings convened by the Ministry of Education where HakiElimu shared her Policy and Curriculum recommendations including her position on the language of instruction. HakiElimu's demand included; the need for the New Policy to clearly state that Kiswahili will be the Language of Instruction (LoI) at both Primary and Lower Secondary School levels; and should also acknowledge English as a Foreign Language (EFL) rather than 'the Second Language (ESL) as it stood then.

HakiElimu also collaborated with the University of Dar es Salaam to publish a compendium of articles titled ***Language of Instruction-a Barrier for Equity in Learning and Assessment***. It was officially launched during the 14th Mwalimu J.K Nyerere Intellectual Festival held on 26-27th June 2023 at the University of Dar Es Salaam where 100 copies were disseminated during the workshop. HakiElimu further, facilitated a dialogue of HakiElimu members, board of directors, and staff to discuss and share the progress of HakiElimu's advocacy on the use of Kiswahili as the language of instruction and assessment in secondary education. The dialogue explored a range of discussion and action points. A comparison was made between HakiElimu's inputs in the process of the ETP 2014 review versus what the ministry heard and ignored.

For the period under review, HakiElimu has also utilized its influential advocacy capabilities, through digital platforms to spearhead campaigns aimed at influencing the government to adopt Kiswahili as a language of instruction and assessment at the secondary school levels. Throughout this impactful campaign dubbed #Kinapanda, carefully crafted advocacy messages were disseminated to a broad audience, reaching 107,021 followers across HakiElimu's Facebook, Twitter, Instagram, and YouTube pages. The resonance of these advocacy messages was profound, resulting in 40,512 engagements from the public. These engagements comprised a spectrum of interactions, including comments, likes, shares, and saved posts. The effectiveness of HakiElimu's endeavors in this campaign has not gone unnoticed; the Tanzania Digital Awards recognized the #Kinapanda campaign as one of the exemplary advocacy initiatives conducted in the Tanzanian space during the year 2022.

Despite these efforts, however, the New Education and Training Policy approved by the Government at the end of 2023 came out with a slightly different position from HakiElimu's. According to the New ETP draft, (article 3.3.30 – 32); Kiswahili will continue to be the language of instruction in Early Childhood and Primary Education, except for foreign language subjects and in schools that apply to use English; English will be the language of instruction starting from the lower secondary level, except for the subject of Kiswahili, foreign language subjects and in secondary schools and universities that are allowed to use Kiswahili; and it will be used as the language of instruction for the subject of History of Tanzania and Morals in all levels of education and training. It is HakiElimu's deliberation and commitment, however, that our campaign on the language of instruction will continue. HakiElimu is envisioning to seek more space in dialogues to share the need for using Swahili as the language of instruction and assessment in secondary school and is considering exploring other means of advocacy including strategic litigation to influence policy amendment on the language of instruction in lower secondary schools.



Photo: *HakiElimu Staff and Members on Policy Dialogue Meeting at Colosseum Hotel, Dar Es Salaam*

2.1.2. Advocating for change of ETP and Curriculum to promote the relevance of the education system in Tanzania

In 2023, HakiElimu contributed to the discussions of review of the Education and Training Policy and curriculum. HakiElimu participated in policy review meetings organized by the Ministry of Education, Science, and Technology (MoEST) to share her recommendations for the study titled **"The Education We Want."** The government has adopted some of the recommendations as reflected in the proposed Tanzania Education Curriculum and the Education and Training Policy (ETP) issued this year 2023. Table 1 below shows HakiElimu's recommendations adopted in the proposed Tanzania Education Curriculum and the Education and Training Policy. The implementation of the revised ETP and Education Curriculum will officially start in 2024, so we expect the government will come up with a clear strategies of ETP implementation to inform plan of actions of the education sector and resource allocation. We also expect the government will maintain collaboration among stakeholders, transparency communication and continuous monitoring in the implementation.

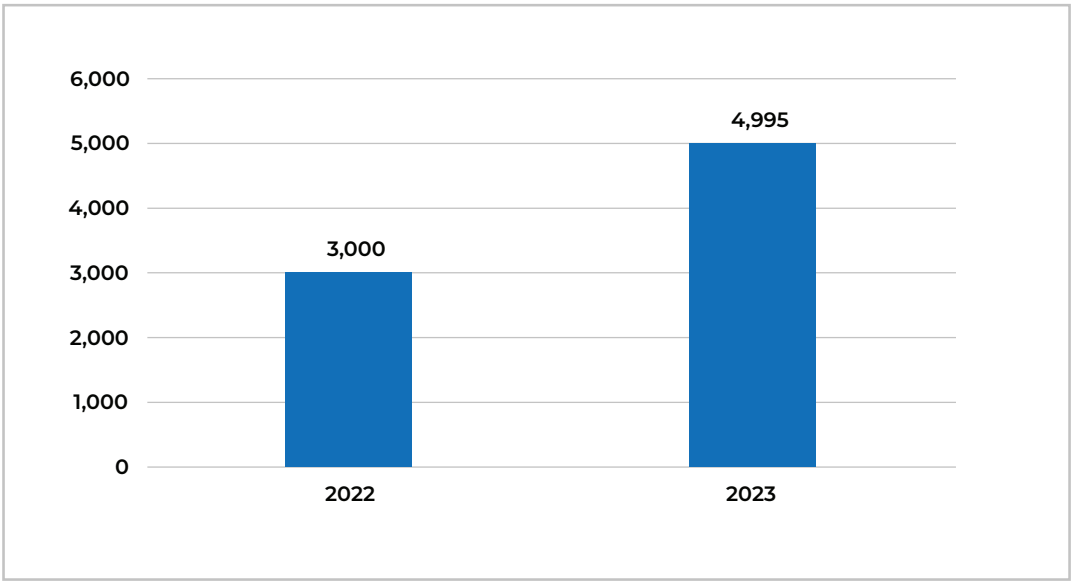
Table 1: HakiElimu's recommendations adopted in revised Tanzania Education Curriculum and Education and Training Policy of 2023

HakiElimu Recommendations in the Study: The Education We Want	Some Recommendations adopted in the Draft of Education and Training Policy and the Tanzania Education Curriculum
Discourage primary boarding schools. They tear away children from family care before boys and girls have a complete adolescence stage.	The government issued circular 2 of 2023 to ban boarding for pre-primary and lower primary (Grade 1-IV) except for special permit from the Commissioner for Education. However, in practice some of the private schools are still maintaining boarding services for lower primary grades **HakiElimu will make a follow-up to assess the implementation of the circular in 2024**
Direct values, ethics, and traditions are to be given due weight across the entire learning and education systems at all levels and in all fields.	The teaching of Historia ya Tanzania na Maadili is an attempt to enhance the learning of values, ethics, and traditions.
Establish a clear milestone for the curriculum review and revision process that is cyclical, led by experts, managed by the national committee, and informed by evidence.	The government formed the national curriculum committee to lead the review and preparation of the revised curriculum
Expand the consultation and approval process of the curriculum by involving the private sector and professional bodies.	Participation of a wider group of stakeholders (Private sector, Non-government Organizations, religious institutions) in making decisions about curriculum
The policy should clearly state the medium of instruction for each level of education because the statements on the use of both Kiswahili and English as the language of instruction across school levels allow. misinterpretation in implementation. The policy should state clearly Swahili as a medium of instruction across all levels.	The policy has made clear that • Kiswahili as the medium of instruction in public primary school • English as the language of instruction in lower, upper secondary, and higher education To note: The policy has not adopted the recommendation of making Kiswahili the medium of instruction across all levels.
Use Kiswahili as a medium of instruction for civic education at all levels of education.	Kiswahili is a medium of instruction for civic education at all levels of education.
Downgrade examination to reduce fear, inferiority, and superiority by allowing students to demonstrate what they have learned through continuous assessments.	Since 2022, the Government abloished school ranking in Primary Leaving Examinations and Secondary Examinations.
Initiate diploma and degree programs for primary school teachers using either Kiswahili or English as the Language of Instruction.	Initiation of Diploma and Degree Programs for primary school teachers using either Kiswahili or English as the Language of Instruction
Define pathways and supportive mechanisms for progression from different vocational and technical education levels and training to produce graduates who can specialize in their particular fields. The system will ensure proper vertical and horizontal progression	Pedagogy structure of formal education is flexible with two main pathways: academic and vocational
Acknowledge two major higher learning pathways for education (Technical and Academic)	

2.1.3. Promoting effective implementation of re-entry guidelines

In 2023, HakiElimu continued its efforts toward enhancing the smooth implementation of the re-entry guidelines through collaboration with other CSOs to advocate for the productive implementation of the guidelines. Through the CSO Girls Education Caucus[4]; HakiElimu worked with the government ministries including the Ministry of Education Science and Technology; the President's Office-Regional Administration and Local Government (PO-RALG), the Ministry of Community Development, Gender, Children, and People with Disabilities, the Ministry of Health, the Institute of Adult Education, as well as representatives from NGOs; to develop the 'Re-Entry Guidelines Implementation Strategy of 2024-2028. The Re-Entry Guideline Implementation Strategy has provided clarification and a step-by-step re-entry process to teenage mothers who have dropped out of school due to pregnancy. It also addresses challenges that have been pointed out as Guideline's weaknesses including issues of financing and welfare of the born child during teenage mothers returning to school. One of the notable outcomes of the implementation of re-entry policy and other strategies is that a total number of 7,995[5] teenage mothers have returned to schools since the implementation of re-entry policy commenced in 2022. The number of teenage mothers who have returned to school through the formal system and Alternative Education Pathways has increased to 4,995 in 2023 from 3,000 in 2022[6].

Chart 1: Trend of teenage mothers returned to formal schools and Altenative pathways between 2022-2023



4 *The Caucus is composed of TEN/MET, CAMFED, HAKIELIMU, TGNP, MSICHANA INNITIATIVE, TAWLA AND PWC*
5 *Speech by Minister of Education Science and Technology-Prof Adolf Mkenda during the International Day of the Girl Child quoted in the Daily news paper published on 10th November 2023.*
6 *"Ibid"*



Photo: *National Girls Education Caucus and the Government representatives in Zanzibar, drafting the re-entry implementation plan*

HakiElimu also conducted two public campaigns through TV and Radio spots. The first campaign aimed to sensitize, create awareness, and foster debate to promote a conducive learning environment for promoting girls' retention and transition. The advocacy campaign was broadcast on Azam television for 60 minutes. The campaign reached more than 12 million viewers.

In the same period, HakiElimu launched another campaign to fight against the stigmatization of teen mothers who returned to formal education. The campaigns appealed to parents, teachers, and the government to play their roles as stipulated in the re-entry guidelines of facilitating smooth re-entry of teen mothers without any form of stigmatization.

The campaign messages were aired during prime time on one TV station (ITV) and six radio stations (Clouds FM, Radio Free Africa, Mashujaa FM, Radio Kili FM, Storm FM, and Standard FM). A total of 580 minutes (475 minutes purchased and 105 minutes bonus) were aired during a campaign of one month attracting 8,800,000 viewers and 2,424,000 listeners. Also, the campaign attracted 165,500 viewers (37.2% female and 62.8% male) on the HakiElimu YouTube channel.

Also, for the period under review, HakiElimu engaged 9 journalists(2 females and 7 males) from 9 media houses (Azam TV, ITV, Clouds TV, radio Free Africa, Wasafi FM, Daily Newspaper, The Citizen, Habari Leo and Mwananchi newspaper) and 1 mentor to conduct major media survey in 9 Districts(Mbeya, Njombe, Kilosa, Korogwe, Moshi, Mpwapwa, Iramba, Kigoma and Muleba) on the implementation status of re-entry guideline specifically for teen mothers and identify existing challenges that hinder smooth implementation of the guidelines. A total of 21 news stories and 11 articles have been published/aired on newspapers, TV, Radio, and social media platforms.


How income-generating activities hinder school re-entry in Muleba

Why teen mothers in Muleba shy away returning to school

Photo: *Two major media articles published in The Citizen Newspaper on 21st & 28th October, 2023*

We have noted two stories of change resulting from the publication/broadcast of stories of major media surveys.

Story 1:

On November 12th, 2023, the Daily Newspaper published a feature story about a teenage mother named Floida Sikeya (21), who is a beneficiary of the re-entry policy. She is currently facing a challenge to attend classes with her child at Legico Secondary School. Her call was immediately responded to by the City Director for Mbeya City Council, Mr. John Nchimbi, who consulted the office of the Regional Education Officer to find the exact number of students attending classes with their children and allocate special classes in one of the four schools in the council to be used by those children while their mothers are concentrating with their studies. Mr. Nchimbi has also promised to recruit two babysitters temporarily to look after the children.

Story 2:

After watching a broadcast aired on Azam TV regarding a story of a teenage mother who got pregnant and dropped out of school when she was in form three at Mkabogo Secondary School in Kigoma district, A good Samaritan from Dar es Salam has promised to support her and her child to study at his center in Dar es Salam (Watoto Wetu Tanzania Center).

The implementation of the re-entry guidelines in Tanzania's Mainland is facing numerous challenges. Among the challenges is that the guidelines do not have the procedures for handling a pregnant girl while in school. In addition, the issued guidelines do not regard the welfare of children as their young mothers return to school. Moreover, the government has not made enough efforts to disseminate and communicate the application of the guidelines to implementers and the general public hence there is no uniform standard for the implementation of the guidelines across schools in different regions. For example, some of the regions have opted to select few schools to accommodate teen mothers, others are sending them to Focal Development Colleges instead of allowing them to return to formal education. Moreover, most initiatives have been targeting teen mothers who dropped out of secondary school while paying little attention to teen mothers from primary schools. Therefore, HakiElimu has planned to conduct a study to assess the effectiveness of the implementation of the Re-entry guidelines in both primary and secondary schools in the year 2024. The study intends to 1) establish experience of pregnancy and motherhood found among teenage mothers returning to school, 2) identify child care services in place to ensure the safety of children while mothers are in schools, 3) establish experiences of school administrations and teachers in reintegrating teenage mothers into secondary schools, 4) explore parents and community members' roles and perceptions regarding teenage mothers' right to education and 5) establish strategies for ensuring teenage mothers return and thrive in school. HakiElimu will use the study findings to advocate for the effective implementation of the Re-entry Guidelines.

2.1.4. Ending violence against children

HakiElimu continued to raise awareness among 1,340 gender and PVAC club members for understanding and addressing VAC in and out of schools. These trainings were facilitated by District social welfare officers as well as gender and children desk from the police department. PVAC members also continued to promote the use of child protection platforms at the school level including Rapid Response Boxes (RRB) known as SAUTI YANGU. These boxes are installed at school premises for receiving complaints, opinions, and cases of child abuse at school. In the period under review; 2,374 entries were collected and reviewed, among which 39 cases were referred to higher authorities for actions, including cases of early pregnancies, sexual harassment, and abuse. Given increased awareness among students on violence against children as well as the installation of child protection platforms, reported cases increased from 912 in the year 2022 to 2,374 in 2023. The increment of reported cases shows that students are now more knowledgeable about VAC and they are confident to report those cases for intervention.

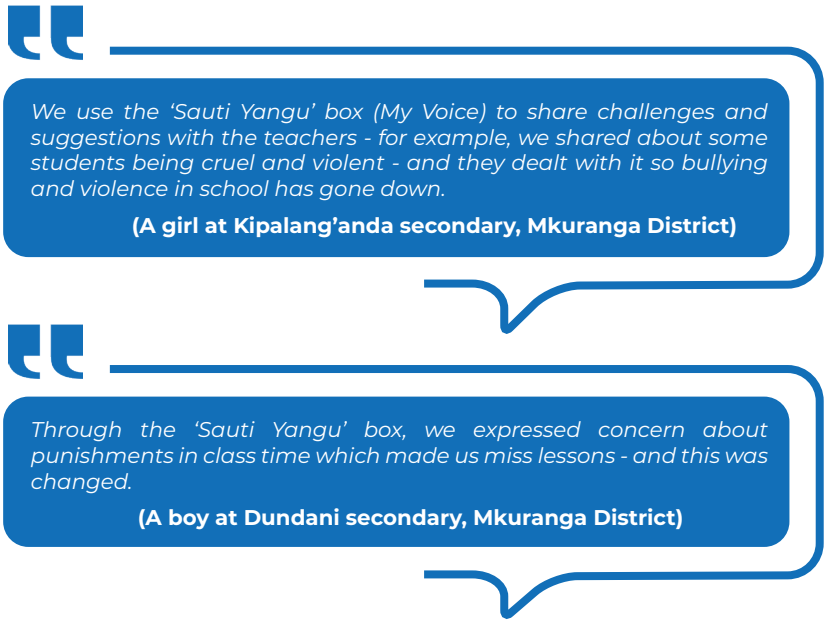




Left Photo: *Pupils opening Sauti Yangu box at Mji Mwema Primary School, Tunduru District*

Right photo: *Patron, SFFF and students reviewing and recording entries of Sauti Yangu at Mwatulole secondary school in Geita District*

Children Voices from HakiElimu Project Schools



Source: Group discussions with students, HakiElimu school visits

2.1.5. Improving knowledge among students on gender equity, child rights, and life skills

HakiElimu conducted training on sexual and reproductive health, child rights, and life skills. The training involved 2,540 champions from 127 program schools. A total of 1,340 champions (1,005 girls and 335 boys) were trained on child rights, sexual and reproductive health, and life skills; whereas the remained 1,200 (900 girls and 300 boys) were trained on how to use sewing machines to produce re-usable sanitary pads. Champions were also trained in social entrepreneurship; through these trainings, champions were empowered to start, run, and sustain social enterprises at schools. The enterprises helped champions to generate income by buying materials for making sanitary pads, buying school supplies for helping students coming from low-income families as well as repairing sewing machines. These trainings have equipped students with life skills in sexual & reproductive health, menstrual hygiene, and combatting violence in 127 HakiElimu program schools.

It is important to note that HakiElimu interventions are centered on promoting retention, transition, and advancement of girls in education. Central to our approach is equipping them with vital life skills such as effective communication, problem-solving, resilience against peer pressure, and strengthening self-esteem. The aim is to empower girls to navigate obstacles hindering their educational success. The advocacy agenda stemming from these interventions focuses on advocating for gender-transformative education by influencing education financing through a gender lens, ensuring resources are allocated equitably, and advocating for curriculum reforms supported by evidence garnered from our programs. At the grassroots level, our efforts have catalyzed Local Government Authorities to enact protective by-laws safeguarding the rights and well-being of girls.

Children Voices from HakiElimu Project Schools



Source: Group discussions with students, HakiElimu school visits

2.1.6. Promoting students' retention and transition

During the reporting period, HakiElimu facilitated 288 girls to transit from primary to lower secondary. These girls had obtained good academic performance from their final primary school leaving examinations but they couldn't afford to incur expenses for joining secondary education, especially uniforms and stationeries because they came from poor families and they were identified as children at risk of not transitioning to lower secondary schools due to lack of school supplies. These children were identified by HakiElimu in collaboration with Senior female focal friends, Head Teachers, Chairpersons of the School Committee, and Village Executive Officers (VEOs). HakiElimu supported them with school supplies including uniforms, pairs of shoes, pens, ream paper, exercise books, and school bags.

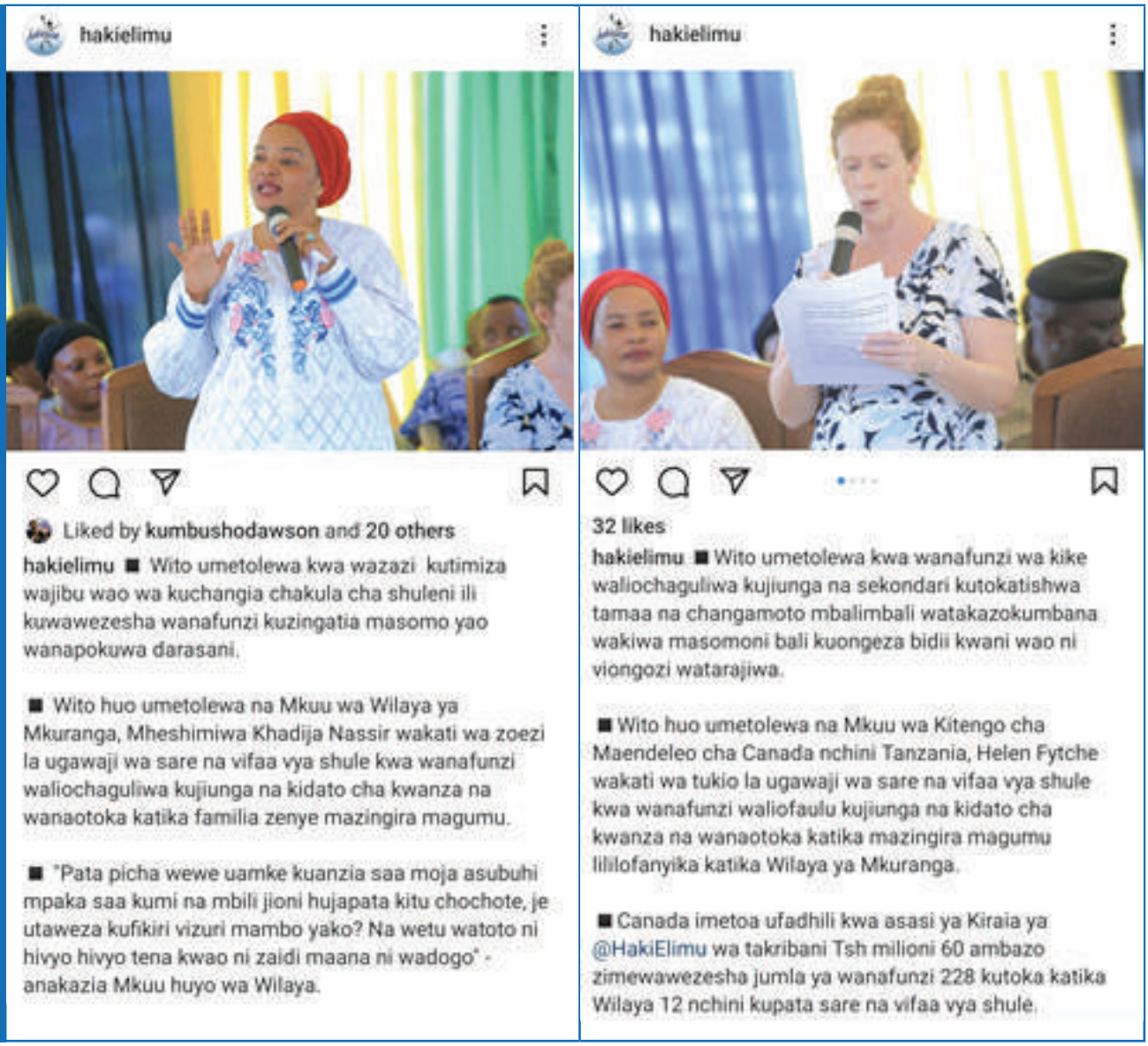


Photo: *Head of Development Cooperation of GAC, Executive Director of HakiElimu, and Mkuranga Government Officials in photo with 32 students supported with scholastic materials.*



Photo: *Students from Murutanga and Nansole primary schools in Ukerewe Districts with their scholastic materials supported by HakiElimu advocating for the government to support more girls and boys who failed to join secondary education.*

As part of promoting retention for girls in HakiElimu program schools especially those who miss classes due to lack of sanitary pads, HakiElimu trained students' champions on the production of reusable sanitary pads using the sewing machines. As a result, champions managed to produce 1,244 reusable sanitary pads and distributed them to 414 girls in need of sanitary pads thus enabling them to attend classes during their menstrual duration. Through social media, HakiElimu advocated for the government and other stakeholders to adopt this approach in order to train more students to make sanitary pad to enhance sustainable provision of sanitary pads in all public schools. (17,463 primary schools and 4,578 secondary schools.



HakiElimu's Social media posts advocating for the government and other stakeholders to promote girls' education



Champions demonstrating their ability in making re-usable sanitary pads at Halla Primary (Top left photo) in Babati and Ng'iresi Secondary in Arusha (Top Right Photo), and New Kiomboi Secondary in Iramba (Bottom left) and Ving'hawe Secondary in Mpwapwa (Bottom right)

2.1.7. Promoting youth participation in democratic processes in and out of schools

In 2023, HakiElimu designed and developed the Action Civic Education Toolkit. The toolkit intends to promote the participation of secondary school students in democratic processes including meetings, elections, holding leaders accountable, and others in and out of schools. The toolkit also intends to promote the teaching of civic education to secondary school students (youth), inculcating patriotism among youth, and motivating youth to become responsible citizens, agents of change, future leaders, and active participants in democratic processes in and out of schools. Having finalized the development of the Action Civic Education Toolkit with stakeholders' inputs/ recommendations and approval of the Tanzania Institute of Education; HakiElimu rolled out the toolkit to the teachers, education officers, and key stakeholders to understand the toolkit before applying it in schools. HakiElimu trained 87 education officers (51 male, 36 female) including District Education Officers, Heads of school, academic teachers, and civics subject teachers, and 20 community volunteers (10 female, 10 male) on the application of the Toolkit. The Toolkit was officially launched and disseminated in 20 project schools. The implementation of Toolkit in some schools has increased awareness among students and teachers on youth engagement in the democratic process especially the need to conduct democratic elections of students' leadership, involvement of students in school decision-making, and strengthening of platform to enable students to give their opinions. Some of the notable successes include;

- The school leadership of 9 out of 20 project schools[7] have recognized a need to facilitate their schools to conduct democratic elections in their schools. In past years, students' leaders were selected by school management, but this year, these schools organized students' elections democratically. Before elections, the deputy head teacher, discipline teachers, and representative of students developed students' election procedures and all students were informed about the elections. Candidates were also allowed to run campaigns.

- Increased awareness for school leadership on involving students in school decisions for development and also giving a platform for students to share their opinions. This has resulted in the installation of an opinion box for students to present their challenges regarding their schooling affairs.

- 7 schools[8] of 20 project schools have established students' clubs to foster extracurricular activities through democratic principles. This will allow students to engage in joint learning, involvement of students in sports and games, and also in income-generating activities.



Photo: *Students of Njinjo Secondary in Kilwa District during the launch of the Toolkit*

Through the 14th Mwalimu J.K Nyerere Intellectual Festival held on 26-27th June 2023 at the University of Dar Es Salaam, HakiElimu led and moderated a session on 'Reconstruction of youth engagement in democratic processes in Tanzania focusing on Civic Education, teacher professionalism and youth participation in community development. HakiElimu facilitated a session with 120 students and teachers (67 females and 53 males) from five secondary schools in Dar es Salaam and the Coastal Region to participate, learn, and advocate for their democratic rights. The students were given a chance to ask questions, contribute, and seek clarification on the concepts, contents, and practices of democratic participation both within and outside schools. The 14th Mwalimu Julius Nyerere 'Intellectual Festival' was attended by 600 participants (239 females and 361 males) including government representatives from different Ministries, Members of Parliament, Civil Society Organisation (CSO), Development Partners (DPs), Academicians and representatives from the private sector.

7 *Dundani and Kiparang'anda (Mkuranga DC), Bukongo and Bukindo (Ukewere DC), Njinjo-Kilwa District, Kariakoo and Itonjanda (Tabora DC), Mukurat and Einot (Arusha DC)*

8 *Dundani and Kiparang'anda(Mkuranga DC), Bukongo and Bukindo (Ukewere DC),Njinjo-Kilwa District,,Mukurat and Einot (Arusha DC)*



Photo: *Students from secondary schools participating in the 14th Mwalimu Nyerere Intellectual Festival 2023 at UDSM*

To raise more public awareness of youth participation in the democratic process, HakiElimu launched a three-month media campaign to advocate for Youth Democratic Rights. The campaign called for the enhancement of school governance structures to accommodate student's representation in organs that make decisions affecting them such as a school board meeting. The campaign also calls for the establishment of democratic clubs in secondary schools to provide an avenue for students to practice democratic activities by themselves and under the guidance of the teachers. The youth democratic rights media campaign messages were communicated through TV and radio spots. The TV spot was broadcast on two television stations (ITV on mid-news and Azam Sports HD channels- during live match broadcasting featuring Yanga and Simba vs other teams) and the radio spot was aired on two radio stations ***(Radio Free Africa on Watanzania Tuzungumze Magazeti program)*** and ***(Clouds FM on Traffic Jam program)*** reaching 8,800,000 Television viewers and 2,424,000 radio listeners. The Youth Democratic Rights campaign attracted 57,219 viewers (33.2% female and 66.8% male) on the HakiElimu YouTube account.

To mobilize a strong and organized CSOs and networks for increased engagement in education and governance; HakiElimu formed and now coordinating a network of 20 CSOs and 10 Media Houses – Youth Participation CSO and Media Network. In 2023, HakiElimu engaged the Youth Participation CSO and Media Network to promote youth participation in democratic processes and to improve the civics education curriculum, through the use of HakiElimu's Action Civic Education Toolkit. The Network also carries an agenda on out-of-school youth empowerment and capacity building on democratic rights and participation agenda as stipulated through the Network's Implementation Plan.



A group photo of Youth Participation CSO and Media Network Members in November 2023 Dar es Salaam.

2.1.8. Promoting Good Schools

As part of learning what works to promote good schools[9], HakiElimu finalized the piloting of the Good School Toolkit in 2023. This is an innovative approach to enhancing good schools which was adopted from Raising Voices of Uganda in 2021. This tool has six steps and it has been successfully implemented in 8 primary schools namely Singino and Masoko (Kilwa DC), Mtunungu and Mpindimbi (Masasi DC), Kyou and Kiterini (Moshi DC) Kasiga and Chekelei (Korogwe). In this reporting period, all schools completed the implementation of steps 3, 4 & 5 of the GST namely good teacher and teaching, positive discipline, and good learning environment respectively. After reaching step five, HakiElimu has seen notable achievements in these schools.

Some teachers who are implementing the GST have improved their teaching capacity, developed positive attitudes towards students, and designed creative and innovative teaching approaches to enhance learners' understanding. Having successfully developed a positive attitude towards students; teachers have also restored the relationship with community members which in turn made parents support the school feeding program in GST schools. Another good example of stakeholders'' engagement in creating a good school is noticed at Chekelei Primary School in Korogwe where the Village Government, School Management, and Tanroads collaborated in putting a zebra crossing on the highway to protect students crossing the road to and from school.

The implementation of GST has also enabled teachers to apply a positive discipline approach instead of traditional corporal punishment in cultivating discipline among students. Schools have also developed a culture of recognizing and awarding the best teachers based on the successful implementation of the GST toolkit. This practice has increased teachers' motivation in facilitating the teaching and learning process, particularly in creating and sustaining a safer learning environment for students at school. As a result, teachers have developed a positive attitude towards students and shifted their attention towards helping students achieve their academic aspirations in a friendly environment. The assessment of the GST conducted in November 2013 shows corporal punishment has been reduced by 75% in all schools that are implementing GST. Teachers who were interviewed during the assessment feel that the GST program has impacted their career in many aspects and has enhanced improvement of both teaching and learning as described by the two teachers here in below; -

9 *As defined in the Good School Toolkit-a good school is the one with good and safe learning environment, exercising positive discipline mechanism, competent teachers applying child centered teaching*

> *'The GST Program has helped him to be more self-disciplined and to feel more valued as a professional. It has also helped teachers to advocate for their rights, such as getting promotions without challenges.*

> *The GST program has helped to create a more positive and supportive environment for learning. It has also made it easier for students to feel comfortable talking to their teachers about their problems*

The assessment also shows that about 98% of those who participated in the survey think that they feel safe at school now; 2% said they feel safe sometimes while no one said he or she did not feel safe at school. This is an indication that at least schools are safer and increasingly attracting students' attention and participation. When asked, why do they feel safe now at schools than before, majority of students who were involved in the survey pointed that they feel safe at school because teachers have either stopped or reduced corporal punishment and they treat them friendlier and with dignity than how they used to before. Experiences from students, points out that before the GST in these school's corporal punishment such as canning, insulting and hard works were common in schools. Teachers and students were originally enemies and their relationship were built on fear and intimidations. From 2024 onward, HakiElimu will use the findings to engage with the government to adopt and include the GST approach in the implementation of the Safe School Project targeting 6,000 schools in Tanzania.



Photo: *A teacher at Kilwa Masoko Primary School in Kilwa District displaying teaching aid for mathematics subject which he made from locally available materials*

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

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

2.2.1. Promoting citizens' awareness of gender and violence against children.

HakiElimu believes that sustainable change happens when people are well-informed about critical issues facing them and are actively engaged in creating local and relevant solutions. Under this reporting period, HakiElimu intensified its community campaigns by facilitating Senior Female Focal Friends (SFFF) to prepare and broadcast radio programs focusing on gender equality and equity, childcare and upbringing, child rights and responsibilities, and violence against children. 24 community radio programs (4 programs at each program district) were successfully broadcast in six program districts[10] which include Mbeya, Kigoma, Njombe, Moshi, Muleba, and Korogwe.



Photo: *Friends of Education from Babati and Mbeya participating in one of the live radio programs.*

HakiElimu has also continued to use digital and social media platforms to raise awareness among citizens. HakiElimu has successfully utilized its digital media platforms including Facebook, Twitter, Instagram, and YouTube to inform and motivate citizens to act in addressing issues facing the education sector, especially gender inequality and VAC. HakiElimu created 157 videos, texts, and graphics messages on gender and child protection. These messages were circulated through HakiElimu's digital and social media platforms. The messages achieved an impressive reach of 938,220 users. Furthermore, the impact of these messages can be seen in the 24,367 feedback received, including comments, likes, and sharing. This engagement demonstrates that the content resonated with the audience and sparked meaningful conversations around the subject matter. The effectiveness of HakiElimu's advocacy campaign on digital and social media has not gone unnoticed. These efforts were recognized and rewarded. The advocacy campaign has been nominated in two categories by the Tanzania Digital Awards (TDA). The first nomination is for the best advocacy campaign in social media, highlighting its ability to leverage these platforms for awareness raising and gaining support. The second nomination is for the best Civil Society Organization (CSO) which uses social media to effectively communicate its vision to the public, showcasing its expertise in utilizing digital channels for impactful outreach. It is now evident that

10 *Out of 10 District where HakiElimu implement Education Champion Network Project supported by Malala Fund*

HakiElimu's advocacy on gender and child protection via digital and social media platforms for advocacy has been impactful by influencing positive change in Tanzania.

HakiElimu has continued applying e-technology to raise awareness among several education stakeholders and promote quality education. The e-technology adopted by HakiElimu is the Interactive Voice Response system (IVR) in which the parents (callers) ring and send text messages to the Toll-Free number and get basic education information. Data show that parents from program schools made 8,342 phone calls, and 22 SMS campaigns conducted by HakiElimu reached 3,872 parents. The information accessed by parents and citizens addressed learning challenges facing girls' students in their communities and provided possible recommendations for overcoming them.

In 2023, HakiElimu also conducted a study to assess the reach and effectiveness of this campaign. Based on the study's findings, it is evident that the SMS campaigns and toll-free number service implemented by HakiElimu have reached a significant portion of parents and community members in the program districts. Most respondents who received SMS messages found them helpful in their daily lives, contributing to increased awareness of child protection, parenting responsibilities, and the importance of education. The toll-free number has also been perceived as valuable, providing education and reminders to parents and enhancing the work of community members involved in advocacy campaigns. However, it is notable that a considerable percentage of respondents needed to be aware of the toll-free number, indicating a need for increased awareness and promotion of this resource.

2.2.2. Facilitating friends of education to engage in education governance

HakiElimu continued strengthening the *Friends of Education Movement* by increasing its members and building their capacity to engage and monitor education performance. In the period, we managed to recruit 480 new *Friends of Education* (302 females, 178 males, and 07 groups). All these were provided with the starter pack information for them to understand the basic information about the movement and their roles and responsibilities therein. This makes the movement to have registered 45,294 (17,850 females and 27,444 males).

HakiElimu also supported 100 *Friends of Education* (30 females and 70 males) to monitor school performance including monitoring of education financing. They followed up flows of capitation funds and other funds from other sources in schools and advising. The exercise enabled the *Friends* to monitor education financing in 127 schools, which revealed disparities in the amount of capitation disbursed between one school to another. The school performance monitoring also revealed that the government has not revisited the capitation grant to schools in light of the increased cost of goods and services. Consequently, the budget allocations to schools are not sufficient to cover costs for administration, purchasing of stationery, and improvement of school infrastructures. The monitoring of education financing has provided the Friends of Education with adequate information on the existing gaps and engaged citizens in resource mobilization to support the implementation of school plans.

2.2.3. Partnership and collaboration for learning and Joint advocacy

HakiElimu continued strengthening collaborative advocacy, and partnering with other organizations through learning platforms sharing share lessons, best practices, challenges, and approaches for policy influencing and promoting accountability at all levels. In June 2023, HakiElimu participated in the 7th Learning Convening organized by the Impact and Innovation Development Centre (IIDC) in Uganda, which aimed at applying a Systems approach to changing and shifting

social and gender norms. Through this convening, HakiElimu gained practical learnings from the GST program, on changing social norms in schools, deepened the understanding of the theory, design, practice, and measurement of social norms interventions, and applied systems thinking to social and gender norms change interventions.



Group photo of the participants of the 7th Learning Convening on Preventing Violence Against Children in East Africa held in Kampala Uganda.

HakiElimu also coordinated and implemented activities of the Africa Hub of the Coalition for Good Schools to promote transparency and accountability in gender, child protection, and equity in education. The Africa Hub of the Coalition for Good Schools seeks to coordinate practitioners working to prevent violence against children in the region to influence regional discourse in VAC prevention. In 2023, the Africa Hub, which is hosted by HakiElimu achieved the following,

- Organized African Convening of Coalition of Good Schools in Zanzibar. The convening brought together core group members and supporting staff of the Hub to deliberate on the progress made, challenges encountered, and lessons learned and propose a way forward for effective implementation of the Hub's work plan. Key outcomes of the convening include; the revision of the African Hub plan, the development of a strategy for expanding the African Hub membership. The convening also deliberated on clarity of roles and responsibilities amongst the members.

- As the Africa Hub host, HakiElimu also participated in the global convening of the Coalition for Good Schools held in June in Istanbul, Turkey. The global convening laid the foundation for the Coalition's three-year strategy. The two convenings have renewed commitment to the Hub and global Coalition from founding members and supporting staff. The convenings have also set the momentum of exploring and utilizing spaces to influence priorities in the prevention of violence against children in schools.

- HakiElimu was invited by the African Committee of Experts on the Rights and Welfare of the Child (ACERWC) and participated in the drafting of the General Condition of Article 11 of the African Charter on the Rights and Welfare of Children. Our participation has influenced the inclusion of a clause compelling countries to invest in addressing violence against children in school in the General Condition of the Charter. Article 11 of the African Charter

spells out every child's right to education, identifies the aims of education, provides for the obligation of States towards the provision of education for all, and underlines the specific support that should be provided to selected groups of children. For this to materialize, the right to education should be applied in its most whole form. The implementation of the right to education involves ensuring the availability, accessibility, acceptability and adaptability of education. This is an important tool for HakiElimu and the Coalition for Good schools to advocate for progressive realization of the right to education for all children.

- The Hub has also participated in the 3rd International Quality Education Conference organized by the Tanzania Education Network (TENMET) under the theme "Rethinking Education Systems for the 4th Industrial Revolution". In this, space the Hub was able to stir conversation about the need and urgency of prioritizing the prevention of VAC in and through schools to improve the education outcomes and children's well-being.

- The Hub, participated in the 42nd Session of the African Committee of Experts on the Rights and Welfare of the Child (ACERWC) in November 2023 at the Headquarters of the African Union, in Addis Ababa, Ethiopia. During the session, the Hub also convened side meetings with members of the committee. An exclusive meeting with selected members of the ACERWC was convened during which members of the committee learned about the work of the coalition for good schools specifically the agenda to prevent violence against children in and through schools. These engagements resulted in the change of the theme of the Day of the African Child (DAC) 2024 which was initially on budgeting for children but has been amended and changed in line with the AU Year of Education: Education for all children in Africa: the time is NOW. The Coalition for Good Schools is in the process of securing the Observer Status in the Committee.



Photo: *A section of participants in various international engagements of the Coalition of Good Schools*

2.2.4. Supporting community initiatives on improving the learning environment

HakiElimu has been advocating for the government to improve the learning and teaching environment as this is key to improving the quality of learning through various engagements, mainstream, and social media. Working with Friends of Education movement Members HakiElimu has been raising community awareness on improving the learning environment for the attainment of positive outcomes in the education sector. The awareness made citizens take responsibility for improving the learning and teaching environment. To demonstrate what works, in the period under review, HakiElimu supported the community-initiated project of building a girls' toilet with special changing and disability rooms at Engorika Primary School. This will benefit more than 180 girls and is expected to improve their menstrual hygiene as well as address the inclusion challenges. HakiElimu also supported Umoja Primary School in Arusha and Mwatulole Primary School in Geita to repair the water system (borehole). This has benefited a total of 5,022 students (2,370 boys, and 2,652 girls) in both schools.



Photo: *Girls and the CIV enjoying facilities at a newly constructed toilet with a special room at Engorika primary school.*



HakiElimu's Social media posts advocating for the government and other stakeholders to promote girls' education

2.2.5. Empowering women to support their children's education

HakiElimu continued empowering women's economic groups formed in program communities to build their capacity on income generation skills to be able to support the education of their children, especially girls. HakiElimu engaged community development officers to conduct training for 50 women groups with 800 women from 12 program districts. Groups were exposed to knowledge of identifying economic opportunities and establishing projects, basic business arithmetic, and led into the processes of formalizing their groups to be legally functioning. The training has empowered women groups to start income-generating activities including livestock keeping, saving and lending schemes, and horticulture. Income generated by these groups have enabled women to cater for their children's school supplies such as exercise books, pens, and uniforms. Children who recently reported receiving school supplies from women groups were from Mahaha secondary in Bariadi district, Kambarage primary in Serengeti, Itojanda secondary in Tabora district, and Miteja secondary in Kilwa district.



Photo: *Women Economic Empowerment Group in Serengeti and Geita in their bi-weekly meeting*

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

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

2.3.1. Promoting education governance and democracy

In May 2023, HakiElimu organized a budget dialogue through Breakfast Debate' organized by the Policy Forum. The dialogue was attended by 94 participants (77 male, 37 female female). The dialogue aimed at raising citizen & stakeholder awareness on the allocation and utilization of funds in the Education Sector. During this dialogue, HakiElimu shared the findings of the National Budget 2023/24 whereas education stakeholders got the opportunity to critically assess Tanzania's National Education Budget pointing out the mismatch between the education budget and the actual challenges faced by the sector. Stakeholders also probed whether the budget truly aligns with the priorities outlined in the Education Sector Development Program III (ESDP III) projections.



Photo: *Breakfast Debate session on Priorities and Allocation of Education Sector's budget for the Financial Year 2023/24*

HakiElimu also advocated for equitable education financing through three strategic engagements with members of the parliament. Through these strategic meetings, HakiElimu provided data and insight that the MPs were then able to use to provide constructive criticism and advocacy relating to the Ministry of Education and PO-RALG Budget Speech. These engagement also intended to support MPs to promote discussion and receive responses from the government on the aforementioned areas of infrastructure, deployment of teachers, etc. Parliamentary discussions resulting from this strategic engagement are shown in Annex 3.

During these engagements, 22 Education Champion MPs (20 Females & 2 Males)[11] were engaged in February 2023 and 43 MPs (36 Females and 7 Males)[12] were engaged in May 2023. While the February 2023 joint meetings between HakiElimu and Champion MPs aimed at discussing and identifying some of the major education concerns that would form part of the government priority areas in 2023/2024 Financial Year's Education Budget; the May 2023 meetings with the Parliamentary Education Committee and Education Champion MPs expanded the discussion on the issues and priorities identified in February and preparation to include the issues in their contributions to parliament as they discuss educations sector's budget.

Other key issues raised include completion of the ETP 2014 Policy and Curriculum Review Process, addressing increasing incidents of Violence Against School Children, Kiswahili as a Language of Instruction in Secondary Schools, Implementation of the Re-Entry Policy in Tanzania; Success & Challenges, Attaining Quality Education Indicators, Equitable Education Financing and improved Transparency & Accountability in the education budget planning and allocation.



Photo: *Strategic Engagement with Education Champion Members of Parliament, May 2023 in Dodoma*

The same issues were later reiterated and expanded on in the HakiElimu's Pre-Budget Statement which was published in newspapers and disseminated through press conferences in April 2023; the aim was to inform the government Ministries and the public on the major concerns that they should be considered in the 2023/24 budget allocations. Through media advocacy, a total of 72 stories were broadcasted in mainstream media and digital platforms highlighting budget priorities, gaps, and opportunities.

11 *The selection of MPs champions was based on the analysis of the Parliamentary Hansard, particularly focusing on MPs who have demonstrated interest in presenting or discussing education-related matters. Ultimately, we secured 7 male MPs with a vested interest in education, in contrast to 23 female MPs. Consequently, when we convened our 30-MP Caucus, female attendance naturally dominated. Similarly, during the subsequent meeting, which brought together both Caucus members and Social Parliamentary Committee members (36 vs 7), the same pattern emerged due to the higher number of female MPs in the Committee compared to males*

12 *"Ibid"*



Photo: *Coverage of HakiElimu's 2023 Pre-Budget Statement through print and digital media platforms in May 2023.*

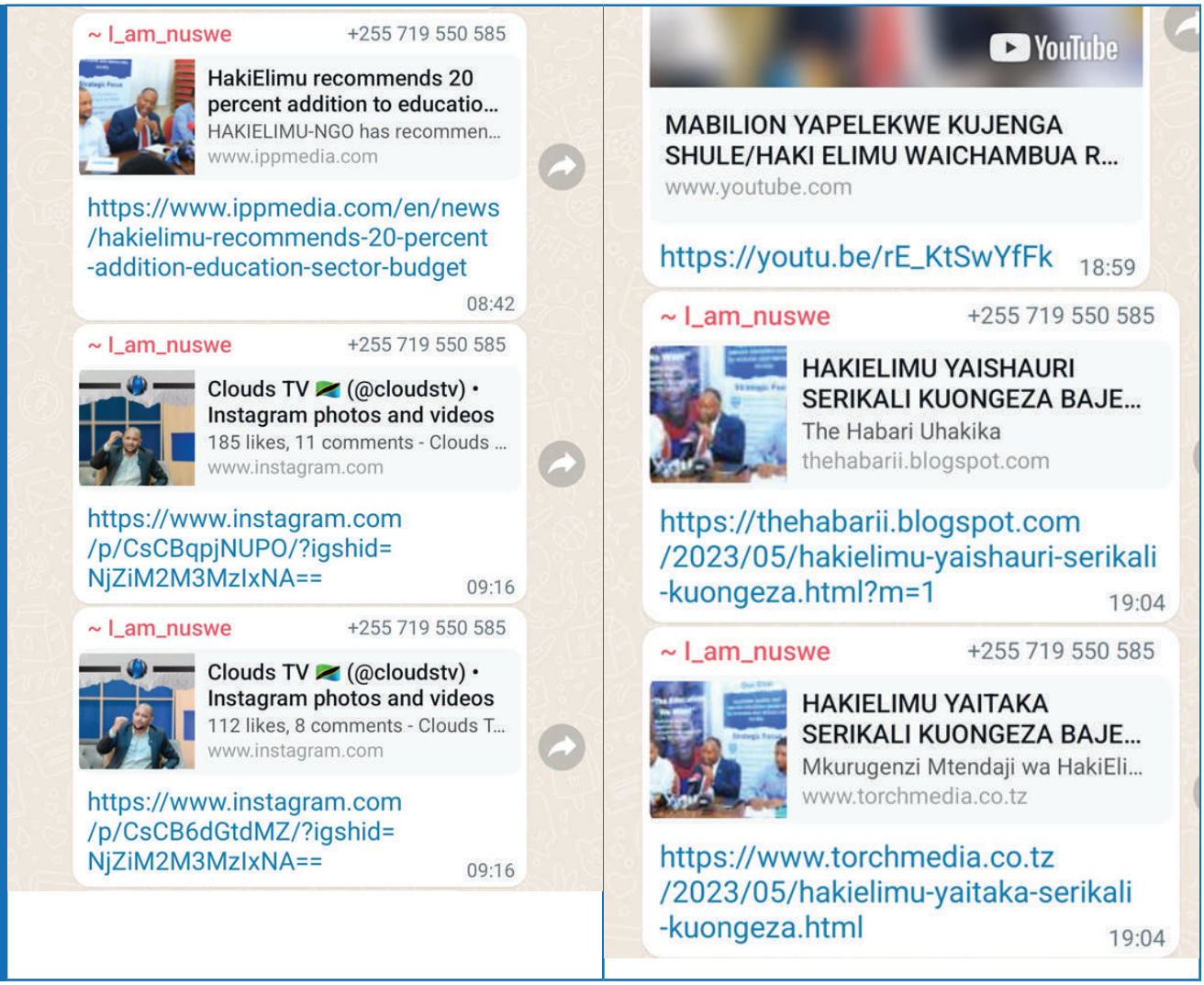


Photo: *HakiElimu's 2023 Pre-Budget Statement Coverage through social and mainstream media outlets*

2.3.2. Promoting Budget Transparency

HakiElimu collaborated with UNICEF and the International Budget Partnership collaborated in to advocate for Budget Transparency in Mainland Tanzania and Zanzibar through the Open Budget Survey (OBS) 2021. The OBS report shows that Tanzania published only 4 out of 8 required key budget documents in the budget cycle. HakiElimu and UNICEF engaged with the Ministry of Finance to develop a Plan of Action to address recommendations of the Open Budget Survey 2021 such publication of the Executive Budget Proposal, Enacted Budget, and Citizen Budget. In the Fiscal year 2023/2024, the government published these documents these documents and hence Tanzania has improved from publishing 4 to 6 budget documents.

During the same period, HakiElimu and UNICEF provided technical support to the President's Office of Finance and Planning of Zanzibar to prepare the Citizen Budget. For the first time, the Revolutionary Government of Zanzibar published a Citizen Budget in fiscal year 2023/2024 (https://www.mofzanzibar.go.tz/newpofp/pdf/mimibudget.pdf). HakiElimu and UNICEF will continue to collaborate with the two governments to implement a Plan of Action especially to improve the comprehensiveness of budget documents to align with International Standards prescribed by International Monetary Funds such as codes of good practices and Fiscal transparency.

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

Under this outcome, HakiElimu aspires to strengthen the Monitoring, Evaluation, Accountability, and Learning capacity (MEAL), resource mobilization and partnerships, financial management systems and procedures, and improve staff capacity and governance teams.

2.4.1. Monitoring Evaluation Accountability and Learning (MEAL)

HakiElimu continued to monitor program implementation to ensure the delivery of results and collect lessons to inform program implementation and design. In the period under review, the following are the key MEAL achievements:

- **End-line evaluation of the GRTI Project**

  HakiElimu conducted an end-line evaluation for the GRTI project which ended in March 2023. The evaluation revealed how HakiElimu interventions have improved Gender equality in retention, transition, and educational attainment. The study also highlighted key lessons and provided recommendations relevant to the future implementation of similar projects.

- **Improved knowledge and skills in Community information on routine program reporting**

  120 CIVs (64 males and 56 females) were provided with online refresher training on routine data collection and reporting. The training involved reflection on the quality of reports generated by Community Information Volunteers (CIVs) and a review of the data collection tools to improve capturing of children with disabilities (CWD).

- **Periodic review meeting**

  HakiElimu continued to reflect on program implementation basis every quarter to learn how different interventions are improving the quality of education, and addressing gender inequality and inclusivity. In 2023, three review meetings were conducted to assess the implementation of activities against the annual work plan and capture changes obtained as a result of program implementation. The sessions also promoted the effective implementation of the available projects, resource mobilization, and improved reporting of results obtained in quarter one, quarter two, and quarter three of the year 2023.

- **Periodic monitoring visit**

  The MEAL team continued to provide program oversight which involved field monitoring to assess program implementation, and document lessons, and implementation challenges. Under this reporting period, two field visits were completed in 17 program districts namely Mbeya, Njombe, Kilosa, Korogwe, Moshi, Tabora, Geita, Bariadi, Serengeti, Kilwa, Masasi, Mkuranga, Mpwapwa, Tabora, Iramba, Muleba, and Tunduru covering 72 programme schools. The MEAL team shared all the findings from the quarterly field monitoring visits with program teams, and the same information was used to inform the planning and implementation of various activities.

2.4.2. Effective Leadership, Governance and Quality Assurance

The Leadership and Quality Assurance (LQA) department continued to provide strategic direction, leadership, and technical assistance in executing the 2022 - 2026 strategic plan, strengthened partnerships, and facilitated strategic advocacy for education policies. The following are the key strategic activities and results achieved in the period under review.

- **Board Meeting and Annual General Meeting (AGM)**

  In 2023, HakiElimu conducted four Statutory Board Committee Meetings, Two Board Meetings, and one AGM. These meetings aimed to review and approve the 2022 Annual Report, 2022 Financial Audited Report, 2023 Annual Plan, and half-year reports of 2023. As part of continuous institutional capacity strengthening, HakiElimu amended its Financial Regulation policy to address some challenges reported by both the internal and external audit of 2022

- **Meeting with the Development Partners (DP)**

  HakiElimu's approach to working with Development Partners is collaborative and open. In the period under review, HakiElimu conducted one meeting with DPs to review programmatic and financial progress for the year 2023 and discuss HakiElimu's plans and priorities for the coming period of implementation. HakiElimu used this opportunity to appeal to DPs to increase their support for HakiElimu in implementing the 2022 – 2026 Strategic Plan. The appeal was well received.

2.4.3. Financial, Human Resources and ICT Management

2.4.3.1. Financial Management

HakiElimu has bolstered and enhanced its operational systems during the period under review to ensure alignment with Development Partners' regulations and requirements, as well as adherence to the organization's internal control protocols. To augment value and enhance HakiElimu's systems,

operations, and internal controls, the organization enlisted the services of Claritas International for external audit and engaged Auditax International for Internal Audit service for the financial year 2023.

In 2023, HakiElimu secured a total grant income of TZS 3,881,220,038.06 from development partners, primarily from Wellspring Philanthropic Fund (WPF), Echidna Giving, Conrad Hilton, Malala Fund, and UNDEF. The organization began the year with an opening fund balance of TZS 2,153,149,167, representing a carryover (deferred Revenue grant) from 2022. Consequently, the available funds for the period under review amounted to TZS 6,034,369,038.06 with a remaining funding balance of TZS 1,557,708,959.26 recorded as a deferred revenue grant by year-end.

Regarding budget performance, HakiElimu had an approved annual budget of TZS 4,712,182,073.00. As of December 31, 2023, the organization recorded actual expenditures of TZS 4,476,660,078.80, equivalent to 95% of the annual approved budget.

2.4.3.2. Human Resource Management

During the reporting period, the organization had a total number of 26 staff (10 female and 16 Male). All staff members affirmed their commitment to adhere to the organization's policies and procedures for the year 2023 by signing declaration forms. Moreover, each staff member signed individual annual performance objectives at the commencement of the year. A mid-year and annual performance review was conducted to assess their progress. The overall employee performance report for period the twelve months demonstrates that staff members consistently met the expected standards in realizing the organization's strategic objectives.

2.4.3.3. ICT Management

During the year 2023, HakiElimu started using an Enterprise resource planning (ERP) system whereby all operational activities are centralized and digitalized. The system encourages paperless and some of the organization's operational activities both program and support activities are currently operationalized through the ERP system. The organization is still using parallel systems (Sage accounting system and ERP system) in some of its operation activities including accounting and reporting activities. The plan is to fully integrate all operational activities into the ERP system by the 2024 financial year.

3.0. Challenges, Lessons Learned, and the Way forward



3.1. Challenges

Shortage of Core Funding

In 2023, HakiElimu experienced a shortage of funding from Development partners because of the global economic crisis, the Russian and Ukraine war, and the shift of donor priorities in response to covid-19 pandemic. Insufficient funding has led to the postponement of some planned activities as per the 2022-2026 strategic plan. It also made HakiElimu implement a few projects and a few core activities instead of executing her entire strategic plan. Despite this challenge, HakiElimu continued to employ several strategies to mobilize resources for undertaking her interventions in 2023 and onward. Some of these strategies are; mapping potential donors and areas that are funding, strategic engagement with identified donors for positioning, involving members, board, and other individuals in fundraising, and preparing readymade innovative ideas to sell to potential donors.

Delay of approval of Action Civic Education Toolkit by the Government

In March 2023, HakiElimu submitted the Action Civic Education Toolkit to the Ministry of Education, Science and Technology (MoEST) for review and approval. However, the review was delayed for six months hence affecting the implementation timeline of the project. This project was planned to end in February 2024, but the delay will necessitate the "No Cost Extension" of the project until June 2024. HakiElimu will officially request a No Cost Extension from the United Nations Democratic Fund (UNDEF) in January 2024. This extension will facilitate HakiElimu to smoothly finalize the implementation of the remaining interventions and facilitate comprehensive closure of the project between HakiElimu and its stakeholders, as well as between HakiElimu and UNDEF.

Adverse impact of drought

Social enterprises started within the program schools, especially vegetable gardens were severely affected by drought. School communities were also affected by drought as they lacked access to clean water for normal usage. HakiElimu continues to encourage school communities to subscribe to government regulations and guidelines regarding environmental conservation and rehabilitation for curbing the effects of climate change and promoting sustainable livelihood.

Public divide on Kiswahili as the Language of Instruction

Since 2022 HakiElimu has been campaigning for Kiswahili to be the Language of Instruction across all levels. From the feedback received from HakiElimu social media platforms in 2023, we have noted there is division among the public. Some are in favour of Kiswahili as a language of instruction at all levels, while others are against it. Those who are in favour argue that Kiswahili is a national and is spoken by majority of Tanzania hence using Kiswahili as a language of instruction will help amplify the learning process and makes it more effective. However, the opposers argue that; if children are not taught in English, they will neither understand nor speak English and hence will not engage in global competition considering the notion that 'the World is like a village" Therefore those who don't understand English will deny themselves global opportunities in labour market, science, technology and innovation and others. They also argue that learning and teaching materials prepared in the Kiswahili language are of lower quality compared to those in English. HakiElimu will continue to raise awareness through social media platforms and other policy dialogue platforms on the need to use Kiswahili as a Language of instruction to promote quality teaching and learning which will foster creativity and innovation for Tanzanians.

Community Misconception on the promotion of Youth democratic rights

During the Training of Teachers, District Education Officers, School Board, and Councillors on the Action Civic Education Toolkit13, some participants from all 6 districts namely Tabora, Mkuranga, Ukerewe, Kilwa, Sumbawanga, and Arusha expressed concerns that the promotion of youth democratic rights will create revolt groups which may cause more problem than development in communities. HakiElimu continues to raise awareness of the wider meaning of democracy and the need to foster youth engagement in democratic processes in learning to promote participatory learning through student-centered learning, students' engagement in democratic leadership, and extracurricular activities in and out of schools

13 A tool to promote Youth engagement in democratic process which has been designed and developed by HakiElimu. The Tool intends to promote democracy in teaching, school leadership, students' leadership and extra curricula activities.

3.2. Lessons learned



An Interactive Voice Response System is a relevant avenue for raising public awareness and advocating changes on key policy issues

The installation of an Interactive Voice Response System (IVR)14 has increased the engagement of parents in program schools. Through IVR, HakiElimu has been able to raise awareness among citizens by sharing voice message messages. The platform has been impactful for a targeted population particularly receive receiving feedback hence informing HakiElimu on citizens' perceptions and responses to campaign messages. Before IVR, HakiElimu has been using TV, Radio, and popular publications which provide limited space for feedback. We serve a fragmented community (Literate, visually impaired, Deaf, No electricity, No radio or TV).

There is no one media for all, hence a need to tap technologies available to reach all.



Feedback is key when communicating advocacy messages. There is no communication without feedback and there is no learning without feedback

HakiElimu organizes nationwide and community campaigns to raise awareness; and influence policy, practices, and behaviour to improve the quality of education. Monitoring of these campaigns is very important as it helps the organization to learn whether the campaign messages are reaching the target audience, and that the audience resonates with the message and responds to the call to action. The lessons obtained from monitoring the community campaigns are very useful to inform future communication interventions to maximize results. This year, we have learned that community radios are very powerful in reaching parents in our program districts. Many parents have cited radio as the main source of information.



Students are reliable players in addressing education challenges.

Students know their fellow students better than other stakeholders because they are closer, relate to one another as friends, and open up on real issues or circumstances facing them. Given the knowledge of their fellow students, experience, and closeness; they are in a better position to give clues and suggestions on how to address critical issues facing students like dropout, absenteeism, early pregnancies, poor academic performance, and violence. Education stakeholders should consider students as important players in addressing challenges facing education. That is why HakiElimu is using the whole-school approach in implementing its programs in schools. Students are not left behind, they are given an important opportunity through their gender and PVAC clubs, peer-to-peer sessions, and Rapid Response Boxes to express their challenges, opinions, feelings, and views on various issues to the school management and community.

14 Interactive Voice Response (IVR) is an automated phone system technology that allows incoming callers to access information via a voice response system of pre-recorded messages without having to speak to an agent, as well as to utilise menu options via touch tone keypad selection or speech recognition to have their call routed to specific departments or specialists

Policy advocacy and influence require strategic dedication and unwavering patience and it is a continuous business until the policy is changed.

Policy advocacy also require strong evidence supported by facts from research. Because of evidence, HakiElimu made strong recommendations through the study "Education We Want" for reviewing and enacting a new Education Policy. To HakiElimu has been advocating for the revision of Education and Training Policy since 2015 but the policy was revised in 2023. The journey to advocate for ETP 2014 revision began in 2015 when we conducted a thorough ETP 2014 content analysis which revealed its impracticality thus a call for revising the ETP 2024. HakiElimu continued its campaign until 2020 when the government made a deliberate decision to start the revision of ETP. After this decision, HakiElimu conducted a study and published the report tittled the "Education We Want" and used the findings to engage with ETP review committee to influence policy change.

3.3. Annex

Annex 1: Case Study 1

Title: Women Economic Empowerment Group's contribution to the Girl's Retention and Transition in Geita District

Introduction

This case study explores the instrumental role played by the Women Economic Empowerment Group (WEEG) in supporting girls' education within Geita District which is one of the HakiElimu program district districts. The group comprised 20 members with a passion for empowering girls to acquire education. Among the committed members of this group are Grace Hashim, Elizabeth Daudi, Martha Ephraim, Adventina Magele, and Constansia Kajala. The group was formed to address the challenges facing girls in accessing education such as poverty, pregnancies, and stereotypes. The Group is determined to address these issues through collective efforts. Their collective determination to empower girls and break the cycle of poverty led them to create a platform that uplifts and provides opportunities for girls in their community. The WEEG's efforts have become a catalyst for change in Geita, fostering a supportive educational environment and providing essential support to girls. The case study highlights the transformative power of community engagement and women's economic empowerment in advancing girls' education. Through real-life narratives and testimonies, the WEEG's impact and commitment to effecting positive change are showcased, inspiring others to prioritize girls' education and work toward gender equality. The case study emphasizes the collective impact that women can achieve when united in a common cause and underscores the significance of collaborative efforts and sustainable solutions in promoting girls' education for a brighter future.

Baseline Situation

Before HakiElimu interventions, access to education, retention and transition were significant challenges for girls in the Mwatulole and Nguzo Mbili communities in Geita. Financial constraints and societal attitudes hindered their regular school attendance, performance and transition to higher level. During baseline survey, girl's dropout rate was 5.10% for primary schools and 2.6 % at secondary schools while girls transition rate from secondary to upper secondary was 17.2% and from primary to secondary was 69%. Families struggled to afford school uniforms and supplies, perpetuating limited opportunities. The WEEG highlighted those cultural norms that prioritized household chores and early marriage over education. Inadequate support systems further discouraged girls from pursuing their dreams through education. Recognizing the urgent need for change, the WEEG members united with a shared vision to empower girls and break the cycle of poverty and inequality. Their determination and commitment led to a transformative journey to advocate for girls' education and create opportunities for their academic success, inspiring hope for a future where every girl could thrive through education.

Interventions

HakiElimu recognized the challenges faced by girls in accessing education hence facilitating the establishment of the Women Economic Empowerment Group (WEEG) to empower the community and create opportunities for girls' education in Geita. The WEEG members became champions for girls' education, raising funds to support them. Through regular contributions and income-generating activities, the WEEG accumulated substantial funds to provide financial assistance to girls and ensure access to essential educational materials. Mentorship and guidance from Senior Female Focal Friends (SFFF) who are also mentors of the WEEG played a crucial role in inspiring and empowering girls to overcome societal barriers. The WEEG also fostered peer support networks, creating a supportive community that encouraged girls to stay in school and excel academically. The project activities aimed to create an enabling environment where girls could thrive and realize their full potential through education.

Results

The intervention of the WEEG led to significant positive changes in the Mwatulole and Nguzo Mbili communities. The increased financial, mentorship, and guidance support provided by the WEEG resulted in higher school enrolment among girls who previously faced financial constraints. Girls drop-out rate reduced to 3.9% at primary schools and 1.1 at secondary schools and girls transition from primary to secondary schools increased up to 84%. With the necessary materials and mentorship, girls felt empowered to excel academically. The WEEG also contributed to changing social norms, challenging traditional gender roles, and promoting the value of girls' education within the community. However, challenges such as limited resources and deep-rooted cultural norms still existed. The case study highlighted valuable lessons, including the importance of community engagement, collaboration, and holistic approaches to address educational disparities. Through financial, mentorship, school materials such as uniforms, books, and psychological support, the WEEG has managed to empower 82 girls and contribute to change in the community's perception towards girls especially concerning education. Similarly, the WEEG has improved their individual/family incomes. For instance, the group was able to raise TZS 800,000 through savings which members were allowed to borrow to support their individual/household expenses. On top of that, WEG has established business enterprises such as gardens as an additional source of income.

"Since we started supporting girls' education, we have seen an increase in school enrolment. Girls who were once left behind due to financial constraints are now attending school regularly and pursuing their dreams."

"We have witnessed a positive change in how our community perceives girls' education. More parents are now willing to invest in their daughters' education, and girls are being encouraged to pursue their aspirations."



Group Photo: SFFF and Ukombozi Women Economic Empowerment Group Members in Geita District after a bi-weekly meetings.

Conclusion

The WEEG has played a pivotal role in empowering girls and prioritizing education through the Girls Retention and Transition Initiative (GRTI) project. The WEEG members are committed to sustaining their advocacy, inspiring other communities to prioritize girls' education, and challenging cultural norms. The case study exemplifies the potential of grassroots initiatives in fostering gender equality and sustainable development. Moving forward, the WEEG will strengthen partnerships, raise awareness, and expand its support networks to drive systemic change. The dedication of the WEEG and the determination of the girls have paved the way for a more inclusive and equitable society, serving as an inspiration for others to invest in girls' education and create a brighter future.

Annex 2: Case Study 2

Title: Transforming Msangi Primary School into a Self-Reliant School for Student Meals

Background

Friends of Education in Tabora region, have been actively engaging in education and governance since 2012. Friends network in Tabora is one of the strongest Friends Movements that engage with local government and communities to champion education development in the localities.

Initial Overview

Friends of Education in Tabora recently spearheaded a groundbreaking project aimed at making Msangi Primary School in Tabora Municipal self-reliant in providing meals to its students. Recognizing the challenges in mobilizing parents for food contributions, Friends proposed a transformative approach. With the support of parents, students, and the community, the initiative involved cultivating a portion of the school's land to produce food, eliminating the dependence on external contributions. *"We have attempted for some time to mobilize parents to contribute food for students, but our efforts were occasionally thwarted, as some parents were not ready to participate. During our last discussion, I sought the parents' approval to endorse the decision to allow us to collaborate with students in cultivating a portion of the school and to produce our food, and they agreed. They also committed to contributing seeds and fertilizers. Currently, with the involvement of our students, we have successfully cultivated 3 hectares of maize, 1 hectare of beans, and another 1 hectare of sweet potatoes. We anticipate that our efforts will yield positive results, enabling us to meet our students' food demands,"* said Mr. Mwakalinga.

Project Implementation

Upon gaining parental approval, Friends of Education collaborated with students to cultivate 3 hectares of maize, 1 hectare of beans, and another 1 hectare of sweet potatoes. Parents actively participated by contributing seeds and fertilizers. The project aimed to create a sustainable source of nutrition for students, ensuring consistent access to meals throughout the academic year.



Photo: *Friends of Education in Tabora inspecting the progress of the school farm.*

Outcomes and Benefits

Friends of Education and the school community anticipate that the self-reliant food provision initiative will yield positive results, benefiting both the school and its students. The active involvement of parents and students has fostered a sense of ownership and collaboration. This initiative is expected to:

- **Enhance Student Attendance:** By providing regular and nutritious meals, the project aims to improve student attendance, ensuring a conducive learning environment.
- **Foster Concentration and Learning:** Access to consistent meals will enable students to concentrate better on their studies, positively impacting their academic performance.
- **Community Collaboration:** The project's success is attributed to the collaborative efforts of parents and the community, as evidenced by their ongoing involvement and inspections of progress.

Conclusion

Friends of Education's innovative approach to transforming Msangi Primary School into a self-reliant institution for student meals stands as a model for sustainable educational initiatives. By actively engaging parents, students, and the community, this project not only addresses immediate challenges but also fosters a sense of community ownership and responsibility for the betterment of education in the region.

Annex 3: List Parliamentary discussions resulting from HakiElimu's strategic engagement

Issue	Discussion	Government Response/Action
Completion of the ETP 2014 Policy and Curriculum Review Process	**Hon. Oran M. Njeza (MP):** Although education is the joint responsibility of the parents, there is still an urgent need to review the education policy to improve the performance of rural schools, which largely do not perform well compared to urban schools, which largely do not perform as well as urban schools.	**Prof. Adolf Mkenda (MP), Minister for Education, Science and Technology (MoEST)** The government will complete its review of the Education and Training Policy and the Education Curriculum and will begin implementation of the revised policies in the FY 2023/24 enhancing enhanced knowledge and skills for graduates of all levels of education. (Hansard May 16th Page 126 Section a.) The government will also conduct a review of the education law and various laws of educational institutions to comply with the education and training policy of 2014 Revised 2023. (Hansard May 16th Page 75 Para 1)
Addressing increasing incidents of Violence Against School Children	**Hon. Eng. Mwanaisha N. Ulenge (MP):** Now there has been a wave of moral depravity in the country, for instance in violence against children and women. Does the government not see the need for the Office of the Regional Secretariat (RAS) to have an Assistant officer for Community engagement? (Hansard May 17th Page 47 Para 2)	**Hon. Dr Dorothy Gwajima (MP): Minister for Community Development, Gender, Women and Special Groups.** Let me say that I have received this input and as we continue with this discussion on strengthening government systems we will present it so that the government can review it. (Hansard May 17th Page 47 Last Para)
Kiswahili as a Language of Instruction in Secondary Schools	A specific question was asked by **Hon. Athuman A. Maige (MP)**: (Hansard May 16th Page 226 Last Para); what makes the government hesitant to allow Kiswahili to be used as a language of instruction in secondary schools after long efforts and investments in translating books?	The response came from Hon. Prof Adolf Mkenda, Minister for Education Science and Technology; He said, the language of instruction issue is a policy issue and is part of the discussion in the revised ETP Review process due to be finalized end of 2023. He therefore said, the Ministry will be guided by the public and expert opinion on the respective issues before giving the government's final position. "Mr. Speaker, the draft policy shows that we have considered the 2 options, but cannot say where we will go from there. What we can commit to in the curriculum is that all languages will be taught better."

Attaining Quality Education Indicators through Equitable Education Financing	**Hon. Tunza I. Malapo** (Hansard May 16th Page 281 Para 3) His speech talked about the shortage of primary and secondary education teachers.	Deputy Minister, President's Office – Regional Administration and Local Government, Hon. Deogratius J. Ndejembi: Honorable chairman, in the employment notice that the government has issued through PO-RALG, out of the placement of 13,390 teachers, graduates from 2015 will be given priority, followed by 2016, and 2017, to minimize the time that they are unemployed after finishing their teaching studies. (Hansard May 17th Page 8-9)
Improved Transparency & Accountability in the education budget planning and allocation	Hon. **Esther E. Malleko:** Honourable Speaker, my advice to the government is to increase the education budget by 20%. There is the Incheon Declaration of 2015 which requires all the countries in the southern Sahara to be able to allocate 20 percent of their entire national budget to the education sector to address any challenges. (Hansard 16th May 2023 Page 204 Para 3)	No Response
Quality Assurance in Schools and the lack of implementation of school inspections	**Hon. Nusrat Hanje:** . ... Now I would like to hear about the government's readiness and plans relating to the interests of quality control inspectors in the country as they are the eyes of the education sector. (Hansard May 17th Page 212 Hon. Nusrat S. Hanje) Hon. Prof. Kitila A. Mkumbo – Chairperson of Education Parliamentary Committee; The government should improve quality control by increasing the budget so that more schools can be inspected according to the existing criteria. In addition, the committee advises the government to create an independent body that will be responsible for quality control and management of education in general at pre-primary, primary, and secondary levels. (Hansard 16th May 2023, Page 167 Part VI)	**Hon. Omary Kipanga, Deputy Minister MoEST:** Circular number 3 of 2014 was delayed in implementation because the structure of the ministry had not yet included quality control staff in its leadership cadre. In April of 2023, we sent the structure to the honorable president, who has already signed it. The entitlements and allowances of these staff are now aligned with the established structure.



4.0. Audited Financial Statements

4.1. STATEMENT OF COMPLIANCE

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

4.2. AUDITORS

Auditor is responsible to provide assurance of the correctness and consistency of each and every information contained in the report by Those Charged With Governance in comparison to those provided in the Financial Statements.

Engagement of the Auditors is solicited through a competitive procurement process as per procurement rules and regulations. Auditors are allowed to Audit for up to three years beyond which they must be rotated.

By order of the Board:



Mr. Richard Mabala
Chairperson
Date 15/04/2024



Dr. John Kalage
Executive Director
Date 15/04/24

HakiElimu

STATEMENT OF RESPONSIBILITIES OF DIRECTORS

FOR THE YEAR ENDED 31 DECEMBER 2023

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

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

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

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

Signed on behalf of the Board of Directors by:



Mr. Richard Mabala
Chairperson
Date 15/04/2024



Dr. John Kalage
Executive Director
Date 15/04/24

HakiElimu

STATEMENT OF RESPONSIBILITIES OF DIRECTORS

FOR THE YEAR ENDED 31 DECEMBER 2023

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

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

I, **Sylvester Simon Orao**. being the Board Treasurer of HakiElimu hereby acknowledge my responsibility of ensuring that the Financial Statements as at 31 December 2023 have been prepared in compliance with applicable accounting standards and with the International Public Sector Accounting Standards (IPSAS) and relevant statutory requirements relating to financial reporting.

I thus confirm that the Financial Statements give a true and fair view of the financial performance of the Organization for the year ended on 31 December 2023 and its financial position as on that date and that they have been prepared based on properly maintained financial records.



Signed _____

CPA Sylvester Simon Orao, ACPA-PP No. 1678

For and behalf of HakiElimu Board Directors

Date 15th April 2024

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF HakiElimu

Chairman of the Board of Directors,

HakiElimu,

739 Mathuradas/UN Road,

P.O Box 79401,

Dar es Salaam,

Tanzania.

Report on the audited financial statements

Opinion

In our opinion, the accompanying financial statements present true and fair view of the financial position of the HakiElimu as at 31 December 2023, and of its financial performance and cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSAS) and NGO's Act No 24 of 2002.

What we have audited

The financial statements of HakiElimu comprise:

- The Statement of Financial Performance for the year ended 31 December 2023;
- The statement of financial position as at 31 December 2023;
- The statement of changes in net assets for the year then ended;
- Cash flow Statement for the year then ended; and
- The notes to the financial statements, which include a summary of significant accounting policies.

Basis for Opinion

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

Independence

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

Other information

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

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

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

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

Director's responsibility for the Financial Statements

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

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

Those charged with governance are responsible for overseeing the Organization's financial reporting process.

Auditors' responsibilities for the audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements 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 International Standards on Auditing (ISAs) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, the could reasonably be expected to influence the economic decisions of users taken based on these financial statements.

Auditors' responsibilities for the audit of the Financial Statements (Continued)

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

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

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

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

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

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

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

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Auditors' Responsibilities for the Audit of the Financial Statements (Continued)

We also provide the Directors with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

Report on other legal and regulatory requirements

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

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

Signed by:



CPA Chrisant Christopher, ACPA – PP No. 1781

For and on behalf of Claritas International

Certified Public Accountants

Dar es Salaam

Date 15/04/2024.

HakiElimu

DIRECTORS' REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

STATEMENT OF FINANCIAL PERFORMANCE

	Notes	2023	2022
Revenue		**TZS'000**	TZS'000
Revenue from non-exchange transactions	**6**	**4,476,660**	6,674,678
Expenses			
Programs related costs	**7**	**(2,559,744)**	(4,821,725)
Administration costs	**8**	**(1,916,916)**	(1,852,953)
Total expenses		**(4,476,660)**	(6,674,678)
Deficit/(surplus) for the year		**-**	-

HakiElimu

DIRECTORS' REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

STATEMENT OF FINANCIAL POSITION

		2023	2022
		TZS'000	TZS'000
ASSETS	**Notes**		
Non-current assets			
Equipment	9	**2,017,230**	2,169,190
Intangible assets	10(a)	**16,120**	32,240
WIP – Intangible assets	10(b)	**89,257**	-
		2,122,607	2,201,430
Current assets			
Receivables from non-exchange transactions	11	**15,456**	10,665
Receivables from exchange transactions	12	**10,812**	4,697
Cash and Cash Equivalents	13	**2,053,462**	2,474,100
		2,079,730	2,489,462
Total assets		**4,202,337**	4,690,892
NET ASSETS			
Accumulated surplus		**2,269,628**	2,269,628
		2,269,628	2,269,628
Current liabilities			
Deferred income	14	**1,557,709**	2,153,149
Payable from non-exchange transactions	16	**199**	6,474
Payable from exchange transactions	17	**374,801**	261,641
		1,932,709	2,421,264
Total liabilities		**1,932,709**	2,421,264
Total net asset		**4,202,337**	4,690,892

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

Mr. Richard Mabala
Chairperson
Date 15/04/2024

Dr. John Kalage
Executive Director
Date 15/04/24

HakiElimu

DIRECTORS' REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

STATEMENTS OF CHANGES IN NET ASSETS

	Accumulated Funds	Revaluation reserve	Total
	TZS'000'	**TZS'000'**	**TZS'000'**
At 1 January 2023	**1,959,753**	**309,875**	**2,269,628**
Balance at 1 January 2023	**1,959,753**	**309,875**	**2,269,628**
(Deficit)/ surplus for the year	**-**	**-**	**-**
At 31 December 2023	**1,959,753**	**309,875**	**2,269,628**
At 1 January 2022	1,959,753	292,415	2,252,168
Prior year adjustments	-	17,460	17,460
Restated balance at 1 January 2022	1,959,753	309,875	2,269,628
(Deficit)/surplus for the year	-	-	-
At 31 December 2022	1,959,753	309,875	2,269,628

HakiElimu

DIRECTORS' REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

STATEMENT OF CASH FLOWS

	Notes	2023 TZS'000	2022 TZS'000
Cash flows from operating activities			
(Deficit)/surplus for the year		**-**	-
Adjustment for:			
Depreciation and amortization expense		**195,596**	180,694
Loss on disposal		**-**	2,619
		195,596	183,313
Movement in working capital:			
Increase in receivables from non-exchanged transactions		**(4,793)**	2,737
Increase in receivables from exchanged transactions		**(6,116)**	9,208
Payable from non-exchange transactions		**(6,275)**	(174,382)
Payable from exchange transactions		**113,160**	84,692
Deferred income		**(595,440)**	1,284,399
Net cash flows from operating activities		**(303,867)**	1,389,967
Cash flow from investment activities			
Acquisition of property and equipment	**9&10**	**(116,773)**	(81,118)
Proceed from disposal of motor vehicle		**-**	4,100
Net cash flow from investing activities		**(116,773)**	(77,018)
Cash flow from financing activities			
Capital grants received		**-**	-
Net cash flow from financing activities		**-**	-
Net increase/(decrease) in cash and cash equivalents		**(420,640)**	1,312,949
Movement in cash and cash equivalents			
Cash and cash equivalent at start of the year		**2,474,100**	1,161,151
Movement in cash and cash equivalents		**(420,638)**	1,312,949
Cash and cash equivalent at end of the year	**13**	**2,053,462**	2,474,100



"An Open, Just and democratic Tanzania where all people enjoy the right to Education that promote equity, creativity and critical thinking"

P.O.BOX 79401, Dar es Salaam, Tanzania
Phone: +255 (0)22 2151852/3
Fax:+255 (0)22 2152449
Email: info@hakielimu.or.tz
Website: www.hakielimu.or.tz




@hakielimu


@hakielimutz