

Our Education. Our Future.

The Pathway to the Education We Want

The Strategic Plan

2022 - 2026

hakielimu

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Our Vision

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

Our Mission

Seek to facilitate and promote the transformation of education, both in and out of schools by influencing policy-making and their effective implementation; stimulating public dialogue and social change; conducting research, policy analysis and advocacy; and collaborating with partners to advance participation, accountability, transparency, and social justice

Our Values



Commitment to social justice and human rights



Mutual respect and non-discrimination



Gender equity and awareness



Highest ethical standards



Creativity



Passion for quality



Accountability



Transparency and honesty



Results orientation



Commitment to reflection and learning

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Abbreviations and Acronyms

AIAL	All In, All Learning Network
BEST	Basic Education Statistics in Tanzania
CBOs	Community -Based Organizations
CEA	Citizen Engagement and Action
CSO	Civil Society Organization
ECE	Early Childhood Education
EE	Environmental Education
ERP	Enterprises Resources Platform
ESDP	Education Sector Development Committee
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FBOs	Faith-Based Organisations
FGM	Female Genital Mutilation
FoE	Friends of Education
FY	Financial Year
GBV	Gender-Based Violence
GDP	Gross Domestic Product
HR	Human Resource
HRW	Human Rights Watch
ICT	Information Communication and Technology
IFRS	International Financial Reporting Standard
IFS	International Financial Standards
IIDC	Impact and Innovation Development Centre
IPSAS	International Public Sector Accounting Standards
LGA	Local Government Authorities
LQA	Leadership and Quality Assurance
MEAL	Monitoring, Evaluation, Learning and Accountability
MoEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training

Abbreviations and Acronyms

MoF	Ministry of Finance and Planning
MoHCDGEC	Ministry of Health, Community Development, Gender, Elderly and Children
MPs	Members of Parliament
NALA	National Accelerated Action and Investment Agenda
NBAA	National Board of Accountants and Auditors
NBS	National Bureau of Statistics
NFYDP	National Five-Year Development Plan
NGO's	Non-Governmental Organizations
NPA-VAWC	National Plan of Action – Violence Against Women and Children
NSGRP	National Strategy for Growth and Reduction of Poverty
NSIE	National Strategy for Inclusive Education
O & A Level	Ordinary and Advance Level
OBS	Open Budget Survey
PESTLE	Political, Economic, Sociological, Technological, Legal and Environmental
POPC	President's Office Planning Commission
PO-RALG	President's Office, Regional Administration and Local Government
PTR	Pupil – Teacher Ratio
P-VAC	Prevention of Violence Against Children
PYAR	Participatory Youth Action Research
PYD	Positive Youth Development
RELI	Regional Education and Learning Initiative
SADC	Southern African Development Community
SAM	Social Accountability Monitoring
SEQUIP	Secondary Education Quality Improvement Project
SDGs	Sustainable Development Goals
SP	Strategic Plan
SHRH	Sexual and Reproductive Health and Rights
SSA	Sub-Saharan Africa
SSAF	Support Services, Administration and Finance

Abbreviations and Acronyms

STEM	Science, Technology, Engineering, and Mathematics
SWO	Social Welfare Officer
SWOT	Strength, Weakness, Opportunities and Threats
TCPD	Teachers' Continuous Professional Development
TDV	Tanzania Development Vision
TfD	Theatre for Development
TPB	Teachers' Professional Board
TV	Television
UN	United Nations
UNFCCC	UN Framework Convention on Climate Change
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
VAC	Violence Against Children
VACiS	Violence Against Children in School
WASH	Water Access, Sanitation and Hygiene



01

Tanzania Country Context

Tanzania
Country Context

Tanzania is one of the fastest-growing economies in the world, and in July 2020, the country achieved its Development Vision 2025 by gaining lower-middle-income country status[1]. However, the country's economic growth has not improved living conditions, welfare and access to quality social services. Various poverty assessment reports have shown that the economic growth rate is not proportionate to the poverty reduction rate. Tanzania's political leaders have invested heavily in advancing the country's infrastructure development, while human development lags behind.

In education, with the introduction of fee-free education through the Education and Training Policy (ETP) 2014, Tanzania has made huge progress in primary school enrolment, achieving gender parity and increasing the retention rate for both boys and girls[2]. While more children are completing education than ever before, this is not translating to improved economic opportunities for young people. While the official youth unemployment rate is only four per cent, this does not account for underemployed or discouraged workers[3]. Data shows that 800,000 youths enter the labour force annually, while over the same time, only 137,000 new jobs become available. Recent analysis shows the number of formal-sector jobs decreasing, with the number of new private-sector jobs being a third of what it was in 2013[4]. Most employers in the public and private sectors report that the levels of skills of many of the young job seekers in Tanzania fall short of the required standards. Notably, most job seekers are found to have low *soft skills,* such as weaknesses in communication skills, lack of self-confidence, lack of innovativeness and creativity, inadequate self-drive in problem-solving, poor leadership skills, and slow capacity to adapt or put knowledge into practical terms, poor time management, poor customer attention, and poor attitude towards work and teamwork.[5] *The Study "National Skills Development to Facilitate Tanzania to Become a Strong and Competitive Economy by 2025",* conducted by the President's Office Planning Commission (POPC) (2014), shows the urgent need to address the *mismatch* between the level of skills employers look for in job seekers, and the levels of skills job seekers have. However, job opportunities also reflect the structure of the economy. The present neoliberal economy does not reward investors for enhancing employment opportunities on an equitable basis, or encouraging active participation in decision making throughout the labour process. Hence, transformation in production processes is also necessary, along with education.

It isn't only the formal employment sector that today's youth are failing to capitalise on. About 80 per cent of the population live in rural areas and Tanzania's economy depends significantly on agriculture, livestock, fisheries, wildlife, and forestry. In total, these sectors account for approximately 65 per cent of grossdomestic product, 60 per cent of the total export earnings, and employs over 80 per cent of the population[6]. Though agriculture is a mainstay for most people, the agriculture sector grew only 3.5 per cent between 2006 and

1 https://www.worldbank.org/ Tanzania Economic Update: What Will it Take for Tanzania to Become a Successful Middle-Income Country? Latest Issue: March 2021,pp.23

2 The Third National Five-Year Development Plan 2021/22–2025/26 *Realizing Competitiveness and Industrialization for Human Development,* Ministry of Finance and Planning, March 2021, pp.20

3 Unemployment, Youth Total, World Bank, 2019.

4 Tanzania in Figures 2018, National Bureau of Statistics, 2018.

5 The Third National Five-Year Development Plan 2021/22–2025/26 Realizing Competitiveness and Industrialization for Human Development, Ministry of Finance and Planning, March 2021, pp.23.

6 Tanzania National Biodiversity strategy and Action Plan, Vice President's Office, 2016.

2016[7]. Small holder farmers dominate agricultural production, contributing over 75% of total agricultural outputs[8]. Variable precipitation patterns and regional pest outbreaks, exacerbated by effects of climate change, pose risks to productivity and the livelihoods.. The education system is also failing to produce young people who can transform agricultural production into faster economic growth. The curricular lacks relevance and direct linkages to the industries which are most important for Tanzania's development and is inadequate or outdated to address the objectives of the Sustainable Development Goals. There is a need to improve education and skills development across all sectors and all levels to enable continuous process of socio-economic change, and drive the country's economic development by shifting from the extractive industry to a people centred participatory economy.

Tanzania has a population of 61 million[9], and more than 44% of the population is under the age of 15. This is huge economic potential, but only if the country can strengthen human development, building these young people's capital. The education system must produce skilled and knowledgeable human resources that can drive personal and national economic growth through cooperative forms of organising

7 Tanzania Economic Update, World Bank, 2019.

8 National Survey and Segmentation of Smallholder Households in Tanzania, CGAP, 2016.

9 https://worldpopulationreview.com/en/countries/tanzania-population



02

The Education Sector

The Education Sector

2.1. Education Trend

Tanzania has signed on to several International and Regional and conventions such as the Education for All movement, the SDG's and Africa's Agenda 2063 for example, all of which promote inclusive, equitable and quality education. At the national level, the macro-policies that influence education include the Tanzania Development Vision (2025), the National Strategy for Growth and Reduction of Poverty (NSGRP/ MKUKUTA) and the Tanzania second Five Year Development Plan 2016/17 to 20120/21[10]. The education system is guided by the Education Sector Development Programme (ESDP 2016/2017 to 2020/2021)[11] and the major policy framework includes the Education and Training Policy (ETP) 2014, which is currently being reviewed after years of advocacy led by HakiElimu in collaboration with other organisations. Other policies supporting the implementation of the ETP include the Child Development Policy (2008), the Technical Education and Training Policy (1996); the Higher Education Policy (1999) and Community Development Policy (1996).

The introduction of 'Fee- Free Education' under the ETP has driven structural and demographic expansion of basic education in the past five years. The number of both primary and secondary schools has increased by about 8% between 2016 and 2020. At the same time, significant gains have been made in enrolments, with primary school enrolment up 26% and secondary school enrolment up 37%. Tanzania has also achieved gender parity and increased retention rates for both boys and girls.

While significant gains have been made in access, 3.5 million children remain out of school (UNICEF 2018) and many of these are girls and children living with disabilities. Of the estimated 400,000 school-aged children with disabilities in the country, only 13% are registered in school[12]. Furthermore, the teaching and learning environment in many schools are not adequately supporting effective learning for children living with disabilities. Concerning girls education, violence is still a major injustice, according to UNICEF[13], almost a third of girls experience at least 1 incidence of sexual violence before the age of 18, and of those that experience sexual violence, 41.4% mentioned experiencing at least one incident of unwanted touching or attempted sex on school grounds, or while they were making their way to or from school. The survivors suffer in silence or are forced to drop out of school for fear of the abuse or because they became pregnant [14]. A total of 31,007 girls were expelled from school between 2016 and 2020 due to pregnancy[15]. More recent government data shows that 5,532 girls 'dropped out of school in 2020[16] due to pregnancy. Once pregnant, no policy allows girls to return to formal schooling. While the government, in late 2021 made a commitment to allow adolescent mothers to return to school, this is just the beginning. Adolescent mothers face stigma and discrimination from teachers, peers and their families, so, guidelines need to set out plans to provide psycho-social support to ensure they can re-enter school. Another challenge for access to and school attendance is the shortage of toilets, water supply, electricity and poor provision of school meals. The lack of toilets and wash facilities is particularly worrying for gender equality in education as girls miss up to 3-4 days

10 July 2021 the 3rd Five Years Development Program (2021/22 – 2025/26) will commence. (MoF, 2021)

11 The Government through the Ministry of Education (MoEST) is on top of the development of the ESDP 2021-25.

12 MoEST (2018). Education Sector Development Plan (2016/17 – 2020/21). Dar es Salaam: URT.

13 https://www.unicef.org/media/files/VIOLENCE_AGAINST_CHILDREN_IN_TANZANIA_REPORT.pdft

14 Human Rights Watch, I had dream to finish-school: Barriers to secondary education in Tanzania, 2017

15 BEST 2021

16 BEST 2021

per month due to the lack of sanitary products and unfriendly WASH environment at schools.[17]

A significant focus on enrolment has further reduced the quality of learning and while more children are completing education than ever before, this is not translating to improved economic opportunities for young people due to a miss-match between skills and the opportunities available for formal and informal employment. According to Uwezo[18], 40% of children aged 9-13 could not pass three simple standard 2 literacy and numeracy tests. Poor learning outcomes are caused by poor learning and teaching environments. The increase in enrolment has not been accompanied by a proportional increase in resources for teachers, classrooms, and books. Primary schools have a shortage of 82,200 classrooms which has caused the pupil classroom ratio to be 1:75 instead of the recommended 1:45 and at the secondary level, there is a shortage of 4,647 classrooms[19]. In the coming four years, the shortage of secondary classrooms is expected to increase to around 41,833 classrooms, due to the increased number of Standard I and II primary school pupils registered in 2016, who will complete Standard VII in 2021 and 2022, respectively. The shortage of classrooms denied 59,765 children access to education and learning in 2019. There is also a shortage of teaching staff and while enrolments have increased, at the same time the number of teachers has declined from 206,829 primary school teachers in 2016 to 194,736 teachers in 2020 and 103,802 secondary school teaching staff in 2016 to 106,006 in 2020. Teachers are also often underqualified and absent from classrooms. Learning materials are not sufficient for the number of pupils and despite available capitation grants for books, books are often not adequate.

Both the curriculum and the language of instruction also pose challenges for the quality of learning. In 2005 Tanzania shifted from a knowledge-based to a competency-based curriculum, but lack of clarity on the curriculum among teachers and even curriculum developers,[20] as well as weak alignment of curriculum, textbooks and assessments, have hindered its success.

More recently, effects of climate change and unforeseen pandemics have exposed a lack of resilience in the education system which affects both access and learning. Effects of climate change may affect school attendance, distribution of teaching and learning materials, monitoring and evaluation. In addition, children's learning may be hindered due to exposure to extreme temperatures and precipitation conditions[21]. At the same time, for an economy that relies heavily on agriculture, climate change education is essential to ensure youth in the future can prepare for and respond to climate challenges in their daily lives. Although climate change is part of the Environmental Education, unfortunately, it is not implemented as intended[22].

One of the major issues contributing to these education sector challenges is the government's budget commitment to education, which is not in line with the policy ambitions. The education budget has declined from 17% in 2015/16 to 14% in 2018/19. This decline has not only reduced the education sector's position in government's priorities but falls short of the regional and international commitments such as the Dakar Commitment and Incheon Declarations, which require countries to allocate at least 20% of the National Budget to education, it is also below the

SADC protocol of 25% of the budget and is 4.5% instead of 5% of the total GDP. Another challenge is that often the education budgets are not transferred to schools and utilised as planned. Delays and misuse of funds are further impacting the investment in quality education.

17 SNV Report 2015

18 https://twaweza.org//wp-content/uploads/2021/01/Tanzania-Report-2017-Web-Version.pdf

19 BEST 2020

20 Tilya & Mafumiko (2010) The Compatibility between Teaching methods and Competence- BasedCurriculum in Tanzania. *Papers in Education and Development, 37-56*

21 Randell, H & Gray, C (2019), Climate change and educational attainment in the global tropics. PNAS April 30, 2019 116 (18) 8840-8845; first published April 15, 2019; https://doi.org/10.1073/pnas.1817480116

22 Kimaryo, L (2011). Integrating Environmental Education in Primary School Education in Tanzania Teachers' Perceptions and Teaching Practices. Vasa. Åbo Akademi University Press

2.2. Our Contributions in the year 2017 - 2021

- Over the years, HakiElimu has carved out a unique position to influence at the national level through networks and partnerships with government ministries and MP's., and with like-minded organisations and networks in civil society. In 2019, HakiElimu won the African CSO Excellence Award. One of the categories that contributed to our success was 'Strategic Ability and Adaptability'. In the ending Strategic Plan (2017 – 2021) HakiElimu has achieved the following, in most cases working together with allies in government and civil society: Influenced amendment of the Statistics Act which removed restrictions NGO's to undertake and publish research findings to enable evidence-based advocacy for policy influencing.

- Strengthened the implementation of the National Strategy for Inclusive Education (NSIE) through partnership with the government to promote a simplified version of NSIE that would enable easy understanding of key goals, interventions and participation framework among implementing stakeholders.

- Contributed to the preparation of the new NSIE to ensure it delivers for marginalised groups

- Increased awareness of inclusive education and barriers to education for those with different learning needs, which prompted the government to distribute 38,004 books (15,800 Braille and 22,204 with enlarged text) for special learning needs.

- Successfully advocated for a review of the ETP 2014 to ensure it delivers 'The Education We Want'

- Successfully advocated for the enactment of the Teachers Professional Board Act 2018 to promote the development of the teaching profession in Tanzania.

- Transformed public perception on gender equality in education

- Successfully advocated for the government to allow adolescent mothers to return to school.

- Influenced revision of the capitation grant computation formula to ensure its adequate to meet school needs especially for girls and children with disabilities.

- Slightly improved national budget transparency through engagement with the Budget Committee and Ministry of Finance.

- Successfully advocated for the government to separate higher education loans from the basic education budget, which currently skews the investment in basic education.

- Directly improved teaching and learning environments for pre-primary classrooms through teacher training in child-centred approaches, community engagement and the construction of classrooms

- Improved gender equality in 67 schools, which has contributed to improving the retention and transition of girls to higher levels of education.

2.3. The Education Sector Dilemma

2.3.1. Equity in Education

Equity in education has a significant impact in improving education outcomes, especially for the marginalized and underserved student groups. It is viewed as the state of having reformed policies, practices, and procedures that support academic fairness and inclusion and ensure that every child has the resources, teachers, interventions, and all supports they need to be successful.

In Tanzania, the road toward achieving equity in the education is still rough. Barriers such as language of instruction, assessment system, pedagogical structures, poor learning environment, and exclusions; calls for a collective, deliberate and serious efforts for improvement. The following are some of key aspects that brings in dilemma on attainment of equity in our education system;

- **Language of instruction:** In secondary schools, students are taught in a language they do not understand which affects understanding and acquisition of required knowledge, skills and values. Students especially from low social economic family, rural areas and primary public-school using Kiswahili as Language of Instruction have poor background of the English language as a result they are denied meaningful and relevant learning. English is regarded as a second Language, assuming that learners know the language; thus, the emphasis is on transformational grammar. However, students grow up in a very rich Kiswahili environment with very little opportunity of coming into contact with English Language. This has made English to be most difficult and hardest subject to learn.[23] Many scholars suggest that the current language policy is an obstacle to effective learning and teaching because students as well as lecturers are not sufficiently competent in English. Qorro maintains that there is lack alignment between the role a language is given in education and its status or role in society and this has significant consequences. She adds that *'these challenges range from ineffective language teaching methods, lack of learning across the curriculum, missing link between school and the wider society, ineffective teaching and learning of English language, as well as ineffective preparation of English language teachers'. For genuine education to take place, policy makers need to formulate realistic language in education policy in which the status given to English in education is determined by its role in the Tanzanian society'* (Qorro, M.A. 1997).[24]

- **Assessment System:** The current assessment is dominated by standardized examination which encourage stressful competition among learners, while failing to measure their true potentials and leaves behind some students with special needs. In secondary schools, English language is used in examinations, but low English language proficiency among students is one important contributor to the low academic achievement in the national examinations. The assessment become unfair because students are supposed to be assesses by language they understand and speak well.

- **Exclusion in the education system:** Although, the government is developing variety of strategies to respond to learner diversities and sustain education for all in the long term. The education system and practices in Tanzania still exclude some groups and individuals. The implementation of inclusive education is not guided with a clear national model and is not supported by act. Students with disabilities are struggling with learning in regular education and risk of drop out or completing school without academic certificate. There is no clear enriched curriculum for gifted and talented.

23 Uwezo (2010) Are our Children Learning? Annual Learning Assessment Report. http://learningportal.iiep.unesco.org/en/library/are our-children-learning-annual-learning-assessment-report-tanzania-2010

24 Qorro, M.A. 1997. The Role and Place of Language in Education and Society: The Case of Kiswahili and English in Tanzania. Papers in Education and Development, No. 18, 1997: 129 – 144

- **Safe and equitable learning environment:** Policies direct schools and other education institutions to provide safe and equitable learning environment that support all children or students to reach their full potential. However, there is increasing incidents of psychological, physical and Sexual violence in schoolsand out of schools Children[25]. In addition, educational environment is not effective enough to enable parents and teachers to work together in supporting child learning. And when it comes to physical resources, the inadequate conditions of schools' infrastructure and classroom learning environment become barriers to successful learning and academic development both in rural and urban schools.

- **Pedagogical structure for formal education:** The current linear structure of formal education does not depict alternative pathways and it has great emphasis on academic achievement. This tends to accelerate the progress of those who have already gained the best start in their education. This increases inequalities and inequities, since it takes place right from early education. On the other hand, there is an academic hurdle for joining high schools as a pathway to higher education. Students face already fixed subject combinations and there is no room for schools or students to select subjects according to individual interests, needs, motivation, and abilities.

2.3.2. Quality of Education

According to UNICEF[26], the aspect of 'quality' of education aims at ensuring that learners are healthy, well-nourished and ready to participate and learn. With quality education, learners are supported in learning by their families and communities; learning environments are safe, protective, gender-sensitive, and provide adequate resources and facilities; learning content is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and life skills.

HakiElimu's view on the need for quality education is that the community is involved in the entire process, from raising the children and supporting them to achieve knowledge provided in school, as well as participate in local and cultural upbringing. The central goal of basic quality education is to develop a wide range of options for learners, regardless of the skill, profession or life paths. Development of the people can only be achieved through transformative education which takes into consideration quality, equity and equality of the learners Although there are many variables that can define quality in education; the following are some of the defining features that may, if improved ensure quality in learning; -

- **Teacher preparation:** Teachers education programs are inadequate to produce highly knowledgeable and competent teachers to support quality education. Teachers education is not structured to promote integration of different types of knowledge. In this circumstance, pre-service student teachers appear to retain separate views of subject matter and pedagogy. On Teachers Continuous Professional Development, it is not clear when teachers have to update their knowledge and skills to cope with the dynamic world of learning.

- **Teaching and learning process:** Teaching and learning are considered to be dominated by recitation, the copying of notes and teacher "talk and chalk". Teachers do not teach how to learn, instead, they focus on what to know. However, the current emphasis is on shifting from traditional teaching or transmission to interactive or learner-centred methods which enhance the capacity for lifelong learning. The idea is to shift emphasis from teaching to learning by making individual students the central focus of the education system, working cooperatively with other learners and teachers themselves.

25 HakiElimu (2020). The State of Violence Against School Children in Tanzania Mainland. An Exploratory Study. Dar es Salaam: HakiElimu

26 Defining Quality in Education: A paper presented by UNICEF at the International Working Group on Education Meeting, Italy June 2000.

- **Relevant education and the 21st century learners' competences:** Education can be relevant if it is meaningful and has positive consequences for the learner – be it today or in the future[27]. This means that the education system has to cater for learner needs, interest, motivation, ability and future career plan. The current education system is highly centralised to take into consideration diversity and develop locally appropriate education. In addition, the current education system to a broad extent is not supporting learner to cope with the demands of the 21st Century including a challenge of dealing with global climate change which is increasingly affecting the contemporary world. Little emphasis is provided in promoting 21st Century Competences such as:
    - » Learning and life skills
    - » Critical thinking: Finding solutions to problems
    - » Creativity
    - » Collaboration and Communication.
    - » Flexibility.
    - » Leadership
    - » Initiative ever-growing lifelong
- **Appropriate Curriculum approach:** Since independence in 1961, curriculum changes have taken place five times i.e.1967, 1979, 1997, 2005 and 2015. In 2005 the curricula were changed from knowledge-based to the competence-based, to improve the quality of basic education despite number of factors hindering the progress such as lack of clarity on competence-based curriculum among teachers and even curriculum developers[28].

2.3.3. Citizen Participation, Transparency and Accountability

HakiElimu perceives that sustainable development in education and democracy happens, when citizens are informed and have the confidence to actively participate in deciding on matters affecting their lives for planning and executing their development programmes. The most urgent challenge for any government that claims to be democratic is to build a society motivated by participation[29].

Available evidence shows that citizen participation is minimal in Tanzania. The Ibrahim 2020 Index of African Governance Report shows that Tanzania's score in the category of participation[30] is 32 out of 100, making Tanzania among 24 countries in Africa with increasing deterioration of citizen participation in decision making. The same report reveals that Tanzania scored 45 out of 100 on the subcategory of transparency and accountability, and it is among 17 countries with increasing deterioration of Transparency and Accountability. The Open Budget Survey Report of 2020 also shows that public participation in the budget process is weak, with 9 points score out of 100. Weak public participation in the budget process give room to 'overlook' in terms of public involvement, monitoring and management of the education budgets, which in turn lead to lack of clear priority setting, underfunding, mismanagement of available resources and poor education service delivery.

27 Stuckey, M., Hofstein, A., Mamlok-Naaman., Eilks, I (2013). The Meaning of 'Relevance' in Science Education and Its Implications for the Science Curriculum. *Studies in Science Education*, 49 (1), 1–34 https://books.google.co.tz/books?id=d4MfuokxhV8C&q=adaptive+understanding+of+higher+education#v=onepage&q&f=false

28 Tilya & Mafumiko (2010) The Compatibility between Teaching methods and Competence- Based Curriculum in Tanzania. *Papers in Education and Development, 37-56*

29 Charles AM, Adlyne K (2019) Citizen Involvement in Decision Making Process in Ilala Municipality, Dar es Salaam – Tanzania. J Pol Sci Pub Aff 7: 366.

30 The index defines citizen participation as freedom of association, civil society space, equal access to public services and equal civil liberties

The 2017/18 Global Education Monitoring (GEM) Report on Accountability in Education emphasizes that everyone has a role in improving education. A government with improved transparency, accountability and responsiveness systems stands a good chance of providing enhanced service delivery and promote people's welfare and economic growth. At the same time, transparency and accountability are important aspects of putting effective governance structures in place that will enable the private sector, civil society and the public to play their full part in national and education sector development

In 20 years of HakiElimu campaigns in education, the organization has built a movement of over 44,000 Friends of Education across the country to promote citizen participation in decision making structures and mobilize citizens to develop locally led solutions to education challenges. In this journey, we have noted several challenges that affect citizen participation in education development;

- **School Culture:** Students are not prepared to be active participants in the provision of education. They are not given effective platform to share their ideas with teachers and management. Students are receivers of decisions made by teachers and school management. The schools' practice is not facilitating belonging, dignity, confidence and make students engage to shape school and society.

- **Civic Knowledge:** Citizens have limited knowledge on basic rights and governance as per constitutions as agent of change in education transformation.

- **Structure/Platforms:** Existing structures and regulations do not support and encourage citizens involvement in decision making. There is also inadequacy of platforms to empower and facilitate citizens to organize and engage in decision making processes of education development. The little available platforms are not used effectively as most of citizens do not participate even in critical decision-making meetings.

- **Government Transparency:** Minimal level of Transparency of budget process at local level remains a key challenge which hinder effective citizen involvement to track public finances in education for improved service delivery.

- **Laws and Regulations:** There exist legal and policy frameworks that narrow the rights for citizens' access to information and freedom of expression. They include censorship, restrictive press legislation, harassment acts and bureaucracies that cause delays or denials of intended information rights. Legislations such as the Cyber Crimes Act, 2015; Media Services Act, 2016; the Access to Information Act, 2016; and the Electronic and Postal Communications (Online Content) (2018 Regulations) GN: 133 0f 16/03/2018 limits the enjoyment of the rights by either vaguely-defining offences, criminalizing access to and sharing of information, legalizes surveillance without proper court warrants and grants broad powers of search and seizure to police officers who misuses them. The existence of these frameworks has incapacitated public participation and discouraged consultative decisions.



03

The 2022 - 2026 Strategy

The 2022 - 2026 Strategy

3.1. Introduction

The process for preparing this Strategic Plan involved extensive consultations, critical and in-depth analysis. HakiElimu undertook four major activities that led to the design of the new 2022 -2026 strategy.

1.

External Evaluation of the 2017-2021 Strategic plan:

HakiElimu engaged an External Consultant to carry out a midterm review of the 2017–2021 Strategic Plan during the second half of 2020. The Midterm review found HakiElimu's approaches, such as evidence-based advocacy, community engagement, partnerships for joined advocacy and learning, remained relevant and should be continued.

2.

Founder Member Reflection:

HakiElimu's founder members engaged in a reflection session in November 2020 to review HakiElimu's journey to date, drawing on their historic knowledge to analyse the changing context and critiqued HakiElimu's role within that context to sharpen our impact and relevance as an NGO working to transform education and society

3.

Stakeholder Engagement:

HakiElimu ran a series of consultations with stakeholders. At the national level, this included Government officials from MoEST, MoHCDGEC and PO-RALG, Members of the Parliament, Partner CSOs, Development Partners and the private sector. At the local level, we engaged district officials, community leaders, members of HakiElimu's Friends of Education movement and students. .

4.

Gathering and analysis of information:

HakiElimu used the information generated through the above activities alongside a literature review, to inform a stakeholders analysis, SWOT, PESTLE and Portfolio analysis.

This analysis was used to define our strategic results, select our thematic priorities and scrutinise our Theory of Change. The result of the process is HakiElimu's 2022 – 2026 Strategic Plan, which we will introduce in the following sections.

3.2. The overall Goal

“ Equitable, quality and relevant education powered by inclusive and democratic society ”

To achieve this goal, it is prerequisite to have a **strong and vibrant movement of citizens** and **civil society organisations**. If citizens and civil society are empowered and coordinated, they can lead the transformation of education by developing locally-led solutions to education challenges, influencing government policy and decision making and holding schools and local authorities accountable in the delivery of education.

3.3. Strategic objectives and expected results

3.3.1. Focus Area 1: Equity and quality of learning for all children.



Despite the increased enrolment at all levels of education access to education and learning outcomes is still affected by circumstances outside of the control of students such as language, assessment system dominated by standardized examinations, safety and equitable learning environment and lack of flexibility in the education structure.

Under this strategy, HakiElimu will address inequity and improved quality of education by advocating for:

- The use of Kiswahili as a language of instruction and assessment at secondary level
- The government to establish and implement re-entry guideline to allow teen mothers and other drop outs to return to school.
- The use of mixed assessment system in order to capture diversity of learners.
- Safe and equitable learning environment that support all children to reach their full potential
- Flexible education system that allows alternative pathways on top of academic achievements
- Change from traditional teaching/transmission to interactive/learner-centred methods

- Change of ETP and Curriculum to improve relevance of education and ensure learners acquire 21st century skills and competences including climate change.
- Change of curriculum for teacher's education to ensure graduates are competent on subject matter and pedagogy
- Improved teacher's capacity to implement competence-based curriculum
- Supportive learning and teaching environment for girls and children with disabilities

Implementation approaches

In the five years of this strategy HakiElimu will continue undertaking research to generate evidence on the core elements of inequity and quality of education, and use them to run public campaigns to stimulate debate on addressing inequity and improved quality of education. We shall initiate and pilot innovative interventions to stimulate a supportive and effective classroom learning strategies and teachers' professional development, specifically in learner-centred teaching and inclusive education to enable practising teachers to become reflective practitioners to search solutions for the actual learning problems. We will facilitate citizens and students to apply the Good School Tool Kit to demonstrate what works in promoting safe schools through positive discipline, positive parenting and students' participation in teaching and learning. HakiElimu innovations in selected schools, will be a proof that "another world is possible", of what learner centred teaching, inclusive education and good school look like. It will be a laboratory for learning and improvement and a source of inspiration for Friends of Education, Civil societies and other partners, government, and donors.

We will engage with government through the established local education dialogue structures such as Education Sector Development Committee (ESDC) and Technical Working Groups (TWG) and Annual Joint Education Sector Review (AJESR) to advance core HakiElimu agenda in equity and quality of learning. We will use the evidence generated from researches to inform our advocacy and engagement with the government. HakiElimu will leverage its collaboration and partnership with other CSOs, education networks such as TEN/MET, Regional Education Learning Initiative and Budget Working Group, Coalitions for Good School etc to advocate for policy change and implementation. We will also continue to engage with oversight bodies such as Parliament, Supreme audit institution (SAI) and Council Assembly to advocate for core issues of equity and quality of education.

Expected Results

Intermediate Results	**Improved equity and quality of learning for all children in schools**
Immediate Results	1.1. Kiswahili is introduced and adopted as a medium of instruction and assessment in secondary education. 1.2. Teen mothers returned to school without discrimination 1.3. Improved student's safety, confidence, dignity and active participation in the learning processes. 1.4 Parents and teachers have positive attitudes towards gender equality, disability inclusion, positive discipline and child protection in education. 1.5. Students including marginalized groups have knowledge on gender equity, child rights, climate change and life skills (including SRHR) 1.6. Teachers have competence and apply child centred learning and inclusive teaching 1.7 Improved girls' retention and transition in primary and secondary school.

3.3.2. Focus Area 2: Citizens participation and engagement



'Promote citizens participation and engagement to make difference in schools and society'.

Citizen participation and engagement is core in bringing transformation of education, both in and out of schools. In the current education setup, students have limited opportunities and platforms to communicate challenges they face and/or kind of support they want. Out of school, citizens are inadequately involved in decision making, have limited knowledge on basic rights and governance limiting their participation as agent of change in education transformation. The legal and policy frameworks narrow the rights for citizens' access to information and freedom of expression.

Under this Strategic Plan, HakiElimu will promote citizens participation and engagement to make difference in schools and society by:

- Strengthening Citizen movement to influence change
- Advocate for democratic culture in schools

Implementation approaches

HakiElimu has a network of 44,000 Friends of Education, spread across 26 regions in mainland Tanzania and 5 districts of Zanzibar. The Friends of Education movement gives HakiElimu a unique advantage to make impact at the grassroot level.

In this strategic period, we aim to strengthen the movement through the use of technology to engage and coordinate Friends of Education and support their participation at the national -level policy influencing. We will also strengthen the collective voice and power of Friends of Education at the national level to demand action from duty bearers.

Furthermore, HakiElimu will facilitate Friends of Education to access information, organise and engage in making a difference in education and democracy. Using participatory action research i.e. animation, HakiElimu will work with *Friends* to facilitate communities (including students and the marginalised groups in communities) to identify, analyse and prioritise their own issues with regard to education and how to address them.

In order to promote democratic culture in schools and societies, action civics plays a critical role in building skills, values and behaviour of democratic participation. HakiElimu will empower young Tanzanians with the knowledge and skills necessary to support them to participate in democratic processes.

Expected results

Intermediate results	2. Improved citizens' and CSOs ability, collaboration and confidence to participate and influence change in education governance and democracy
Immediate results	2.1. Citizens are informed and knowledgeable on basic rights, governance and roles to act as agents of change. 2.2. Strong and organized CSOs, and networks of Friends of Education engaging in education governance and democracy. 2.3. Schools and citizens groups in program areas acting as models and mentors in innovation for education change.

3.3.3. Focus Area 3 : Government's transparency, responsiveness and accountability



Transparency and accountability are key to ensuring effective utilisation of resources and enhancing citizen participation. With improved transparency and accountability, the country not only promotes good governance, but also an environment of democratic and modern public administration and economic growth. The principle of transparency is a controlling element against maladministration, corruption and the promoter of public interest and citizens' rights. A society or sector with improved transparency and accountability has a high rate of solving people's problems and delivering quality social service. With clarity, a society develops a two-way information channel that helps duty bearers to understand exactly what people want.

In the next period of 2022-2026, we will promote transparency and accountability specifically on:

- Access to information, freedom of expression and association.
- Increased citizen participation in the budget processes.
- Improved budget openness through timely publication of budget documents.
- Policy planning and implementation reflecting citizens' priorities.
- Increased resources allocation in the education sector to reflect international commitment ratified by the government.

Implementation approaches

Evidence is fundamental to our advocacy approach and enables us to speak with authority and credibility, which inspires action. HakiElimu will generate evidence on government transparency, responsiveness and accountability through research, surveys and opinion polls, policy and policy implementation gaps through policy and budget analysis, monitoring and review. We will use evidence generated from school level innovations and best practices to improve government responsiveness and accountability in education.

HakiElimu will strengthen partnership and collaboration with like-minded CSOs to advocate for access to information, policy change and amendment of repressive laws. We will work with national and international CSOs to promote and embrace national, regional and international joint learning initiatives amongst CSOs for capacity strengthening and stronger policy influencing.

Expected Results

Intermediate results	3. Improved Government's Transparency, responsiveness and accountability for public participation in policy process and implementation
Immediate results	3.1. Government enables increased public engagement in policy processes. 3.2. Government at all levels is responsive and accountable to citizens' needs/priorities on education.

3.3.4. Focus Area 4: Institutional capacity strengthening



Over the years, HakiElimu has carved out a unique position as a strong institution with strong leadership and governance, and effective strategies to bring impact. HakiElimu has a well-established financial management systems and controls and has managed properly multi-million dollar grants from different donors while maintaining clean audit reports since its inception. In 2019, HakiElimu won the African CSO Excellence Award. Leadership and governance and Strategic ability and adaptability are among the categories which contributed to this achievement.

In the next five years (2022 – 2026), HakiElimu aspires to do even better and continue strengthening its capacity in the following areas:

- Strengthening Monitoring, Evaluation, Accountability and Learning (MEAL).

- Strengthening resources mobilization and partnerships.
- Strengthening financial management systems and procedures.
- Improving staff capacity and governance stems.

Approaches

- We will continue strengthening MEAL system in order to ensure the impact of our work is well monitored, documented and lessons learned are captured and shared. HakiElimu will use the information generated from MEAL as part of everyday programme management to inform the decision on program adjustments and inform stakeholders on the progress made towards achieving intended outcomes.

- Financial stability is one of the prerequisites in the implementation of this strategy. HakiElimu needs about USD 22 million with an average annual budget of USD 4.2 million. Traditionally, many development partners have been providing core funding support to HakiElimu. Core funding is extremely important for advocacy organisations regardless of the geographical context they operate in. HakiElimu will request and encourage funders to contribute towards delivery of the overall 2022-2026 strategic plan, rather than specific programme aspects. Agreement will be sought on a common set of reporting, review and disbursement arrangements for all funders along the lines of single mid-year and annual narrative and financial reports to be provided to all key stakeholders. Project funding will be accepted whenever necessary whereby additional reporting requirements can be discussed and agreed as long as they are manageable and do not go against HakiElimu principles and values.

- HakiElimu will fully automate its financial systems to allow all financial processes to be done electronically and strengthen the organisation digital security to enable smooth operation in this era of COVID 19.

- Due to directives from the National Board of Accountancy and Audits (NBAA), HakiElimu will migrate the preparation of its Financial Statements from IFRS to International Public Sector Accounting Standards (IPSAS).

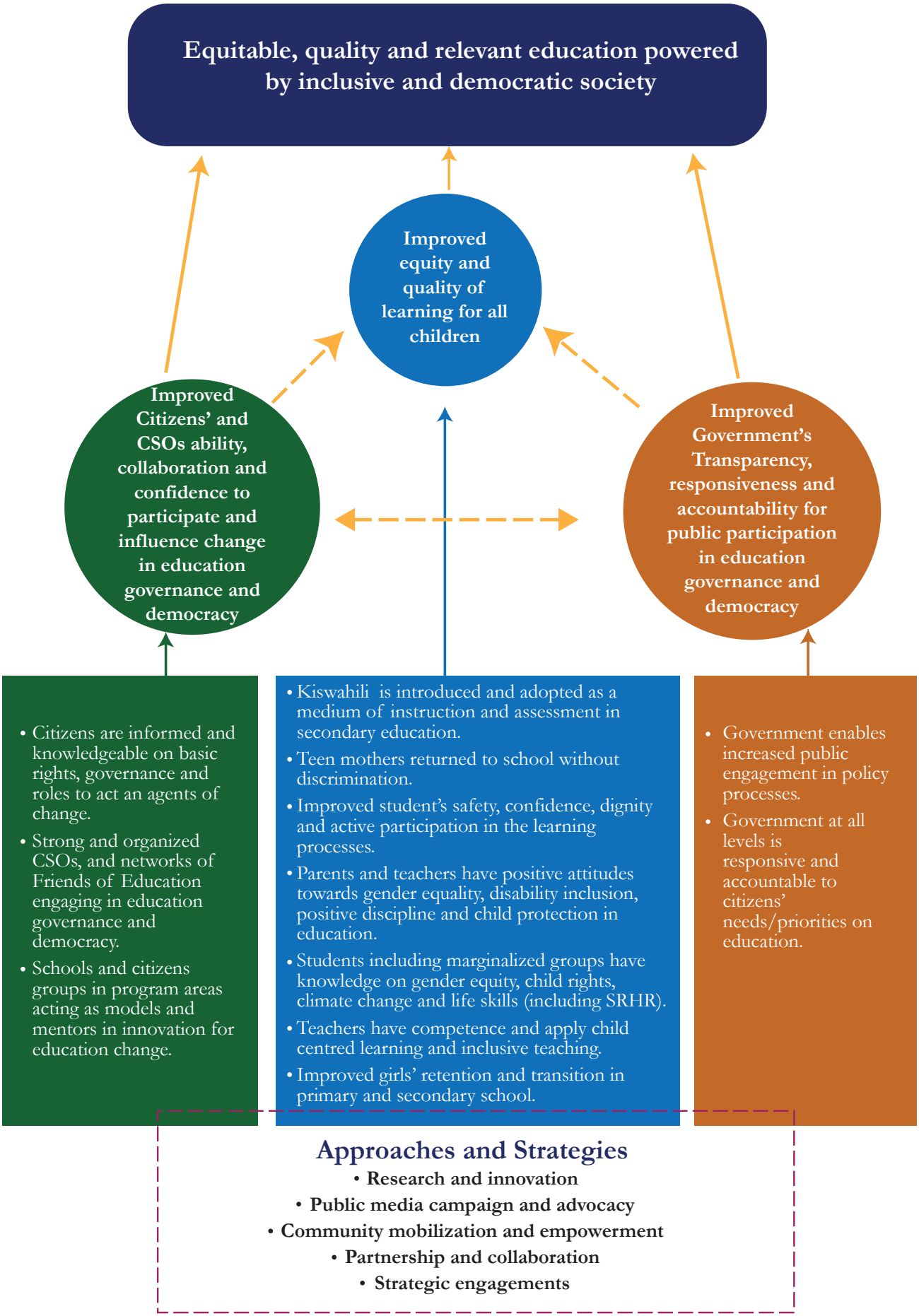
- In order to implement this strategy effectively, HakiElimu will make a few changes in the existing staffing structure to meet the demand of the new strategy. HakiElimu will also consider outsourcing some of HR functions and services in order to minimise operational cost. In addition, HakiElimu will initiate a Graduate Youth Development Programme (GYDP) whereby young graduates will be given six months to one-year internship opportunities to develop work experience and skills, including supporting the implementation of HakiElimu activities as well as strengthening Friends of Education movement.

- We will facilitate Board and Members to execute their statutory obligations including carrying out annual self review of their effectiveness. Continuous improvement of the effectiveness of the Board and Founder Members based on the review including bringing on-board new and talented members are key in this strategy.

Expected results

Intermediate Results	4. Strengthened organizational capacity, policies, systems procedures and governance for effective programme delivery.
Immediate Results	4.1. HakiElimu Monitoring Evaluation Accountability and Learning is strengthened 4.2. HakiElimu's financial and institutional capacity, leadership and governance maintained and strengthened 4.3. HakiElimu's funds, assets, ICT system and human resources are efficiently and effectively managed for quality service delivery, credibility transparency and accountability

3.4. The Theory of Change



04

Annex



Result Framework

Results	Description	Indicators	Means of Verification	Assumptions
Outcome 1	Improved equity and quality of learning for all children	1. Extent of improvement of learning and teaching environments that accommodate needs of all children. 2. % increase of girls and boys in schools who demonstrate 'key competencies[31]' including life skills and SRHR	Education sector Annual Performance reports. Survey reports	Government continues to prioritise education sector, increase resources allocation and sustain the sixth government desires to significantly reform the sector.
Output 1.1	Kiswahili is introduced /adopted as a medium of instruction and assessment in secondary education.	1. Evidence on government investment to allow adoption of Kiswahili as a medium of instruction in secondary level 2. Changes in policy to allow use of Kiswahili as a language of teaching and assessment at least in Basic Education.	HakiElimu strategic engagement reports Policy monitoring reports	• Government is receptive to stakeholders' ideas in the adoption of Kiswahili as the teaching and assessment language in Basic Education. • Government allocate enough resources adoption of Kiswahili as a medium of instruction and assessment at least in basic education
Output 1.2	Teen mothers returned to school without discrimination	1. Availability of clear re- entry guidelines and circulars to enable implementation of the re-entry policy. 2. Number of teen mothers returned to school due to introduction of re-entry policy.	Survey reports	• Girls who have given birth have interest and are allowed to return to school without discrimination • Girls are not deterred or barred from school by violence in schools, including violent punishments

31 Define key competencies

Results	Description	Indicators	Means of Verification	Assumptions
Output 1.3	Students are confident, have improved safety and actively participate in the learning processes	1. % increase in enrolment, retention, and transition of children with disabilities and other marginalised groups including girls. 2. % increase of girls and boys who are confident and actively participating in the learning process.	Survey reports	• Measures are put in place to ensure that all children can attend school safely • Children are willing and participate in the school clubs
Output 1.4	Parents and teachers have positive attitudes towards gender equality, disability inclusion, positive discipline and child protection in education.	1. % of parents and teachers with positive attitudes towards gender equality/ disability inclusion/child protection in education. 2. % of teachers who apply positive discipline 3. % decrease of violence including GBV against children in school.	Survey reports	Parents and teachers are open to communication messages and willing to participate in dialogues
Output 1.5	Students, including marginalized groups have knowledge on gender equity, child rights, climate change and life skills (including SRHR)	% of girls and boys with knowledge on gender equality, child rights, climate change and life skills (including SRHR).	Survey reports	• Children are willing and empowered to participate in school clubs • Schools facilitate the running of school clubs • Children are willing and enabled to participate actively in classroom activities, to raise questions, to debate, to think critically and creatively.
Output 1.6	Teachers have competence and apply child centred learning and inclusive teaching	1. Number of teachers applying child centred learning approaches and inclusive teaching. 2. The Teachers Continuous Professional Development (TCPD) framework implemented to enhance teachers' skills and capacity	Survey reports	• Teachers are willing and capacitated to participate in professional development • Government authorities approve implementation of professional development activities

Results	Description	Indicators	Means of Verification	Assumptions
Output 1.7	Improved students' (in particular girls and children with disabilities) retention and transition in primary and secondary school.	1. % decrease in girls and boys who drop out of program schools 2. % increase in enrolment of children with disabilities in program schools	Survey reports	• Children will be willing and able to participate in school clubs • Parents and teachers will be willing to address factors contributing to school drop outs.
Outcome 2	Improved Citizens' and CSOs ability, collaboration and confidence to participate and influence change in education governance and democracy	1. Evidence on citizens/citizen groups effectively utilizing available legal framework and platform to resolve education challenges and governance issues . 2. Evidence on collective actions taken by citizens and CSOs on issues of governance and accountability in education.	HakiElimu reports Media monitoring reports	Government acceptance of citizens' contribution in the reformation and improvement of the education sector prevail.
Output 2.1	Citizens are informed and knowledgeable on basic rights, governance and roles to act as agents of change	1. Number of citizens and CSOs collaborating with HakiElimu in increasing awareness and democratization of education. 2. Innovative solutions implemented by citizens to address challenges in the education sector.	HakiElimu reports Media reports	• Citizens are motivated to participate in the planning process, monitoring and review of the performance of education sector • LGAs create space for citizens' participation in the planning and review of the education sector performance processes

Results	Description	Indicators	Means of Verification	Assumptions
Output 2.2	Strong and organized CSOs, and networks of Friends of education engaging in education governance and democracy.	1) Number of Friends and CSOs with knowledge and skills to collectively organise and coordinate actions to address critical issues in the education and democracy 2) Number of individual and collective actions taken by HakiElimu and other CSOs on issues of governance and accountability in education.	HakiElimu / Community engagement reports. Policy monitoring report	• Citizens are motivated to participate in planning, monitoring and review of the education related issues. • CSOs participate in joint advocacy interventions
Output 2.3	Schools and citizens groups in program areas acting as models and mentors in innovation for education change.	1) Number of community initiatives and innovations aiming at improving learning environments established/implemented. 2) Extent to which community innovations have improved learning environments.	Community engagement reports Surveys	• Citizens are motivated to participate in the national and local level advocacy.
Outcome 3	Government has improved transparency, responsiveness and accountability for public participation in education governance and democracy	Extent to which ETP/Education Act / Curriculum are revised to accommodate stakeholders' recommendations and necessary changes leading to improved quality of education and democratisation.	Annual education sector reports HakiElimu policy monitoring and assessment reports	Government decision and momentum to improve education quality will be sustained. The civic space continues to be more receptive and friendlier

Results	Description	Indicators	Means of Verification	Assumptions
Output 3.1	Government enables increased public engagement in policy processes	1. Presence of meaningful public engagement opportunities and platforms in the policy processes at national and local levels 2. Number of amended repressive laws that infringes freedom of expression/ association and effective citizen.	HakiElimu reports Media monitoring reports Surveys	The Government and MPs are receptive and participate in engagements. MPs use provided evidence to make decisions and inform presentations in the parliament.
Output 3.2	Government at all levels is responsive and accountable to citizens' needs and priorities in education	1. Number of Stakeholders recommendations including those from HakiElimu (The EWW report) considered in the revision of the ETP/ Education Act and Curriculum. 2. Guidelines to facilitate re-entry in formal and alternative education pathways for adolescent mothers is in place 3. % increase of the education sector annual budget during the strategy period.	HakiElimu reports Media monitoring reports Survey	The Government and MPs actively participate and are open to citizen engagements in education matters. MPs act on evidence provided and use in the parliamentarian discussion.
Outcome 4	Strengthened organizational capacity, policies, systems procedures and governance for effective programme delivery	1. Evidence on availability of policies, strategies, systems and processes that help improve organizational performance 2. The extent to which policies, strategies, systems and process improves organizational performance	HakiElimu progress reports. Feedback from stakeholders' engagement meetings	Favourable funding environment for CSOs' performance The civic space continues to be more receptive and friendlier

Results	Description	Indicators	Means of Verification	Assumptions
Output 4.1	HakiElimu Monitoring Evaluation Accountability and Learning is strengthened	1. Evidence of improved M and E systems including, data collection and analysis tools that enable proper monitoring of all programmes interventions in place. 2. High quality reports produced and disseminated to stakeholders regularly. 3. Number of lessons learnt documented and/or used to inform programme performance, designing and redesigning	HakiElimu progress reports.	Favourable funding environment for CSOs' performance
Output 4.2	HakiElimu's financial and institutional capacity, leadership and governance maintained and strengthened	1. % of funding resources secured annually against the target. 2. Extent of adherence to statutory and constitutional obligations. 3. Extent of increased visibility as a key player in the education sector.	HakiElimu progress reports. Feedback from regulatory authority and stakeholders' in the sector.	The civic space continues to be more receptive and friendlier
Output 4.3	HakiElimu's funds, assets, ICT system and human resources are efficiently and effectively managed for quality service delivery, credibility transparency and accountability	1. Effective functioning of support services and finance department. 2. Sustained clean Audit reports 3. Extent of increased staff morale, performance, development and retention.	HakiElimu reports Internal and external audit, reviews and assessment reports	Favourable funding environment for CSO work. The civic space continues to be more receptive and friendlier.










CHAMPION
ELIMIKA, ELIMISHA, WAJIBIKA
TUMLINDE MTOTO WA KIKE






SAUTI
YANGU



HakiElimu enables citizens to make a difference in education and democracy.

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