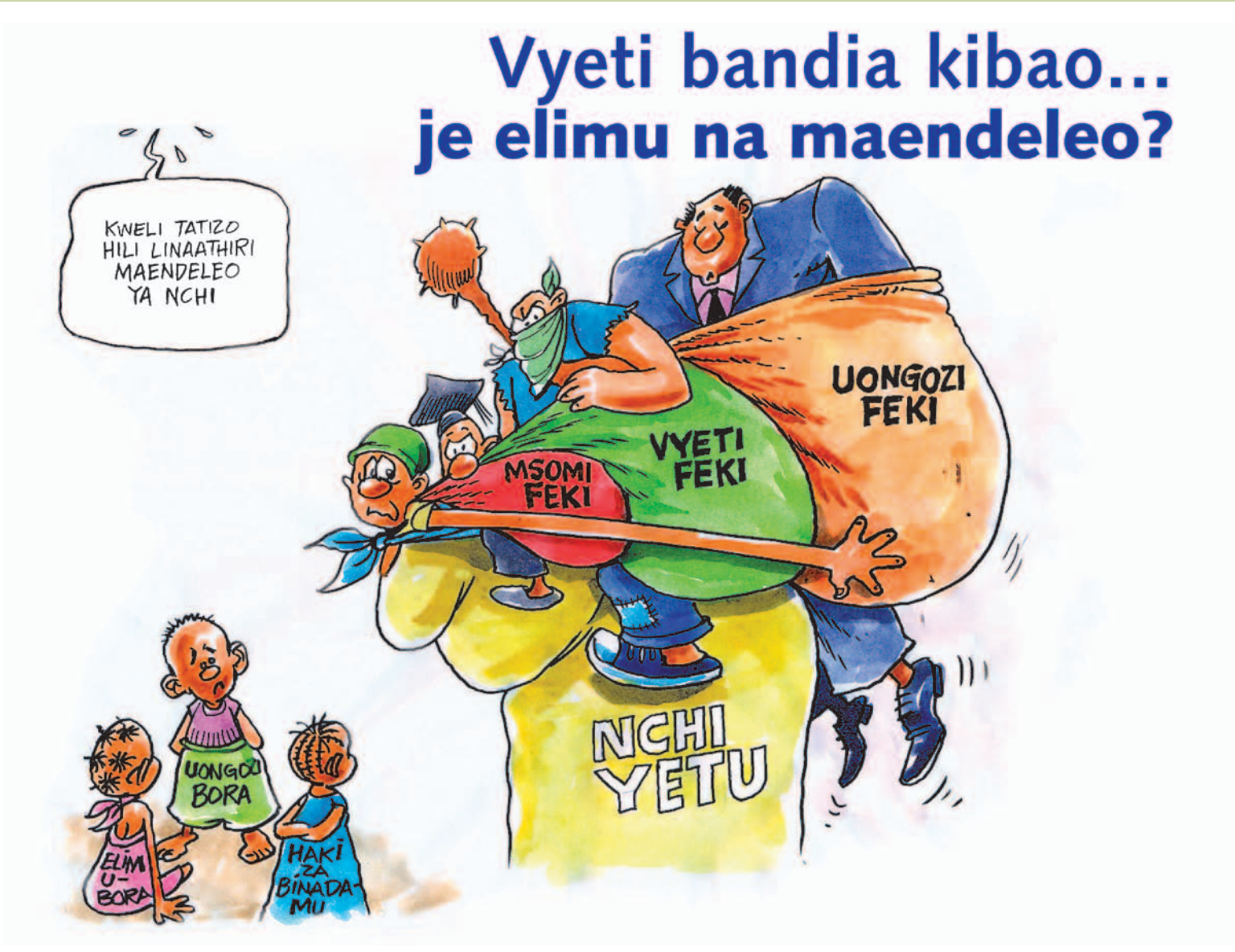
HakiElimu Annual Report 2009



hakielimu

contents

Content **Page No.**

Acronyms..... ii

State of education in Tanzania..... iii

Introduction..... 1

1. Media Unit..... 3
2. Information Access Unit..... 11
3. Citizen Engagement Unit..... 19
4. Policy Analysis and Advocacy Unit..... 27
5. Organizational Matters..... 34
6. Conclusion..... 39
7. Financial Matters..... 41
9. Organogram..... 48

acronyms

AGM	Annual General Meeting
BAI	Book Aid International
BEST	Basic Education Statistics in Tanzania
CAG	Controller and Auditor General
CIV	Community Information Volunteer
DAYOSHPA	Dar es Salaam Youth Shadow Parliament
EDO	Executive Director's Office –HakiElimu
ESDP	Education Sector Development Program
GDSS	Gender and Development Seminar Series
HEMIS	HakiElimu Management Information System
IBP	International Budget Partnership
ICT	Information and Communication Technology
ITV	Independent Television
JAWS	Job Access With Speech
KEIC	Kilimanjaro Information Center
LHRC	Legal and Human Right Centre
MOEVT	Ministry of Education and Vocational Training
MP	Member of Parliament
MPI	Mwanza Policy Initiative
NER	Net Enrollment Ratio
OBQ	Open Budget Questionnaire
PEDP	Primary Education Development Program
PETS	Public Expenditure Tracking Surveys
SAM	Social Accountability Monitoring
SEDP	Secondary Education Development Program
SLO	Statistics and Logistics Officer
SODNET	Social Development Network
TAHEA	Tanzania Home Economics Association
TAMWA	Tanzania Media Women Association
TASSA	Tanzania Secondary Students Association
TAWLA	Tanzania and the Tanzania Women Lawyers Association
TBC	Tanzanian Broadcasting Corporation
TDTF	Tabora Development Trust Fund
TEJOA	Tanzania Educational Journalists Association
TGNP	Tanzania Gender Networking Programme
WLAC	Women's Legal Aid Centre
YAV	Youth Action Volunteers

state of education in Tanzania

The year 2009 continued to be another in which the provision of education in Tanzania seemed to be a cart hitched to horses pulling in different directions, except whereas in years past this was a position only held by "fear-mongering" education activists, this year saw these connections being made by the public at large. The tug-of-war we are speaking of is that of quantity education versus quality education.

For years we have seen it coming. With the government striving to meet the international pressures of yet another ill-placed, one-size-fits-all, top-down initiative that will only devastate its own country, progression and regression have occurred simultaneously. Outside its boarders, Tanzania has become an MDG success story, touting a primary school net enrollment rate of 96% in 2009.[1] While this is the progressive side of the Tanzanian education system, even it has its doubts: Such figures come from schools and the Ministry of Education and Vocational Training (MOEVT) and are typically accepted uncritically both nationally and internationally despite the obvious conflict of interests the government may have in inflating such numbers. A study carried out by the UNESCO Institute for Statistics that compared enrollment numbers provided by the Tanzanian government with those of household surveys found a discrepancy of 25 percentage points,[2] meaning that while schools and MOEVT may report 96% enrollment, it may very well be as low as 71% in reality.

With an education MDG mostly focused on enrollment (or at least having evolved that way), the quantity of education is usurping the quality. The primary education system has effectively put children in rooms, not children in classrooms, and it shows. Pass rates of the primary school leaving exam continued to drop in 2009, falling to less than 50%[3] —half of all children who sit in primary school for seven years are not receiving the expected level of education. At the same time, Form 4 pass rates reached an all-time low of 15%.[4] This current pass rate is less than half of the 10-year average: whereas on average 33% of secondary students passed the Form 4 exams from 1999-2008, only 15% passed in 2009. This wasn't a gradual decline in learner outcomes: this year's pass rate almost cut in half that of 2008.

What is going on with the state of education in Tanzania? While the government has confined its efforts to access by way of enrollment and school construction, the nation's educators, both in terms of quantity and quality, have not been able to keep up. The current primary school teacher-pupil ratio of 1:54 is above 2002 levels. On the secondary front, while from 2005-2009, the number of schools and

[1] United Republic of Tanzania (2009). Basic Education Statistics in Tanzania (BEST) 2005-2009 National Data. Dar es Salaam: Ministry of Education and Vocational Training.

[2] Bruneforth, M. (2009). Differences in the age distribution of primary pupils between administrative and household data and the impact on monitoring of enrolment rates. Montreal, Quebec: UNESCO Institute for Statistics.

[3] Education and Vocational Training Minister, Prof. Jumanne Maghembe as quoted by Kagashe, B. (2009, December 11). Boys dominate again in Standard 7 exams. The Citizen.

[4] Derived from NECTA Executive Secretary, Dr. Joyce Ndalikacho as quoted in Education sector must be repaired now (2010, February 7). The Daily News.

enrollment increased 135% and 180%, respectively, the number of teachers only increased by 81%, almost doubling the secondary school teacher-pupil ration from 1:22 to 1:43.[5]

In many ways, these are not new dilemmas and have not escaped government attention; unfortunately they ways they are being addressed only exacerbate them. In 2002, to attend to the imminent teacher shortage, the government shortened pre-service training for teachers from two years with intermittent periods of student teaching practicum to one year of campus training with the entire second year as supervised field practice. Due to the teacher demand, this second year does not carry the educational value it is meant to. Rather, these new teachers more or less directly enter into the workforce, effectively making their training half of what it once was.

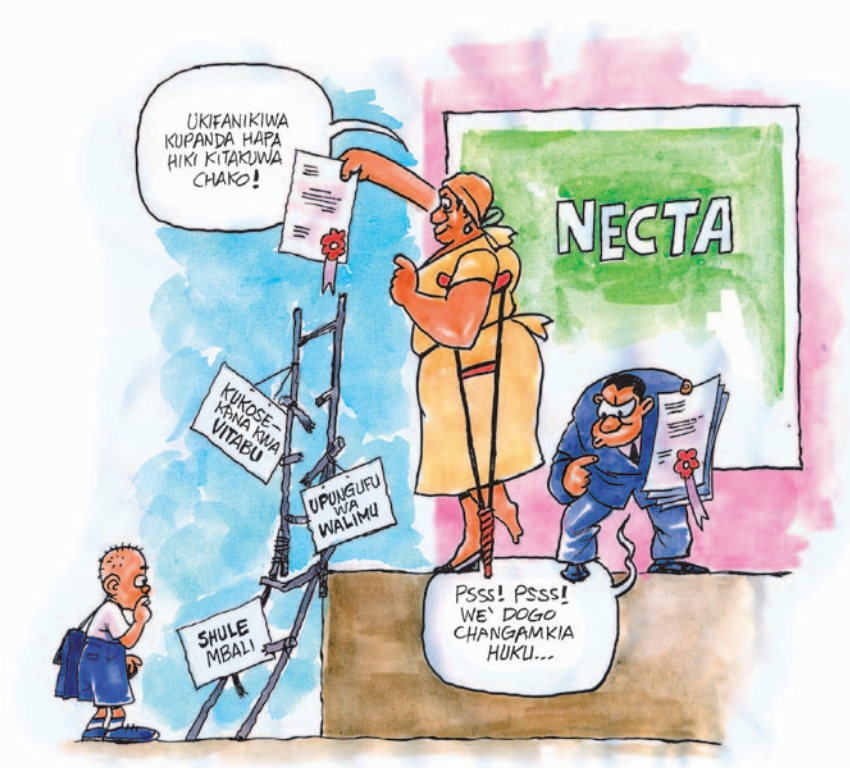
In turn, to address this result, the government began to emphasize in-service training as a means of further preparing the flood of unqualified neonate educators. Teachers were to receive continual, compulsory training on a variety of matters including curriculum updates, challenging subjects like math and science, participatory teaching methodology, and general qualifications upgrades. These courses are to be administered by the 600 teacher resource centers (TRCs) throughout the country.

Great plan, but it isn't happening. Despite years of policies such as the Primary Education Development Programme (PEDP) I and II and the Secondary Education Development Programme (SEDP) that include provisions for in-service training and more direct policies such as the Teacher Education Master Plan (TEMP) and the Teacher Development and Management Strategy (TDMS) which specifically target teacher education, there has been virtually no implementation in improving the quality of teachers. TRCs have been left behind and have fallen into ruin. They are functionless shells of a broken system that have even been called "bat houses." They offer little service and have even less resources, despite their name. New teachers filling the classrooms and "educating" our youth are often incompetent, unmotivated, and largely absent—and our children and the nation's future are paying the price.

With this, 2009 came to a close. While it offers the greatest direction for continued efforts to improve the quality of education in Tanzania in 2010, it also puts into context the educational environment in which HakiElimu was conducting its work in 2009. This report discusses that work, its achievements, and its challenges.

[5]United Republic of Tanzania (2009). Basic Education Statistics in Tanzania (BEST) 2005-2009 National Data. Dar es Salaam: Ministry of Education and Vocational Training.

introduction



The 2009 Report

This report presents major achievements, gaps and lessons learned in 2009. The report covers four programs and organizational matters. During 2009, HakiElimu communicated to ordinary citizens and the government by conveying powerful messages, educating, creating awareness, provoking debates, and sharing key information concerning quality education and democracy. This was done by Media unit through four major clusters: Quality and Investigative Journalism, Media Programs, HakiElimu using Media, and Media Monitoring.

To ensure quality coverage in education, journalists were trained to investigate and analyse education issues, and supported to undertake investigative media surveys. This, Media work has led to greater public awareness through articles in the newspapers and production and broadcasting of TV and radio programs which in-turn create space for in-depth discussion on education, democracy, and public service delivery issues. Another development have been seen when Media unit trained Friends of Education and representatives from organizations to use media for advocacy work.

Under Information Access (IA) unit the main strategies for 2009, involved the distribution and use of Lifeline Free-play radios, and production and systematic distribution of high quality popular publications. For better use of libraries, IA trained Friends of Education on how to establish and run community libraries. This development led other organizations such as Book Aid International (BAI) to extend partnership and support to some of the existing community libraries run by Friends of Education. IA marks a step to support people with visual disabilities by providing them with computers, appropriate software and training to enable them to enjoy the benefits of modern information technology.

The focus for Citizen Engagement Unit (CE) was mainly deepening communication on the concept of Friends of Education to more people across the country as well as among ordinary citizens. As a result of this, HakiElimu sees more citizens, among them women and people with disabilities, join the movement. Efforts were directed towards strengthening the capacity of **Friends of Education** to monitor policy and practice in their communities. Focal Points equipped with the appropriate skills,

and some involved in carrying out Social Accountability Monitoring (SAM) and Public Expenditure Tracking Surveys (PETS).

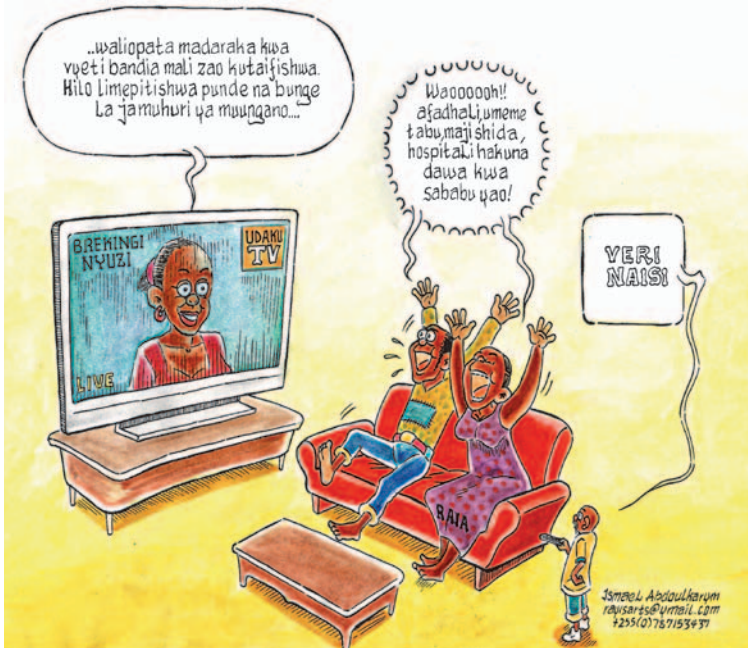
PAA continued to conduct independent analysis of major education policies, budget, democracy, and good governance issues through research, analysis of official government documents, development of key position documents and advocacy materials to share with the public. To advocate for efficiency and quality in service delivery, PAA conducted facilitated trainings to local government leaders and Friends of Education on budget and policy related issues; and conducted policy dialogues with respective government offices and ministries. Training on budget advocacy to Friends of Education, other citizens, and government leaders were conducted. In a similar endeavor, PAA developed pre-budget briefs, simplified analyses of the Controller and Auditor General's (CAG) reports, wrote a post-budget analysis, undertook a Public Expenditure Tracking Survey (PETS), all of which brought new findings shared with the public through the media, reports, and briefs.

HakiElimu Board Members and Directors continue to play a great role in continuous support and guidance for effectiveness and accountability, while ensuring that HakiElimu is achieving its goals namely:

1. Ordinary citizens are informed, aware, debating and taking action to hold the government accountable and bring change in education and democracy
2. There is broader, more informed imaginative public debate o0n education and democracy issues
3. Government and other public institutions are beginning to be more responsive to citizens' views and demands

HakiElimu takes this opportunity to thank all those who have continued to support the organization including development partners, civil society partners, media, and mostly ordinary citizens who in their communities are challenging the government to make a difference and hold the government to account in a small way they can. Facilitating citizens to engage in education and democracy debates as well as actively monitoring education and hold the government to account is still a big challenge in Tanzania. However, it is very obvious that this is slowly changing as citizens are becoming more aware of their rights and start making demands for change. HakiElimu will continue to expand its work especially in informing the people about quality education and democracy in relation to human rights perspective, so that citizens are more informed and government is responding to peoples' demands

1 media unit



1.1 Unit purpose

The overall purpose of the Media unit is to enable information about education and democracy to be effectively reported and debated in the mass media and to support HakiElimu's engagement with the media.

1.2 Program summary

Through the use of media, HakiElimu communicated with ordinary citizens and the government by conveying powerful messages, educating, creating awareness, provoking debates, and sharing key information concerning the quality of education and democracy with the public. The activities of the Media unit were categorized into four major clusters: Quality and Investigative Journalism, Media Programs, HakiElimu using Media, and Media Monitoring.

In the course of the year, 15 journalists were trained to investigate and analyse education issues, 52 were supported to undertake investigative media surveys, whereby 82 in-depth articles/programs were covered in the media. The Media unit also produced and broadcast 17 TV programs on ITV and sponsored 80 media programs (40 on TV and 40 on Radio) in order to create space for in-depth discussion on education, democracy, and public service delivery issues. Moreover, the Media unit trained 211 Friends of Education to use the media and representatives from 12 organizations on the use of media for advocacy work.

1.3 Media unit activities

1.3.1 Quality Journalism

Investigative media surveys

Two major media surveys were conducted to raise issues related to quality education and democracy and expand quality investigative journalism especially in the education sector. These surveys investigated issues on accountability and credibility of local government authorities and violations of children's rights. Thirty-one journalists were trained and supported to carry out media surveys in: Kigoma, Kishapu, Mbulu, Rombo, Uyui, Ulanga, Bunda, Kilindi, Liwale, Mpanda, Tandahimba, Karatu, Kisarawe, Manyoni, Namtumbo, Bariadi, Hanang, Kilosa, Mwanga, Nkasi, Tarime, Biharamulo, Karagwe, Kinondoni, Newala, Ruangwa, Chunya, Kibondo, Mbinga, Njombe, and Sikonge. The survey

on accountability and credibility of local government authorities revealed that local government officials had failed to manage funds from the central government, mainly due to a lack of skills, embezzlement, delays of fund disbursement, as well as conflicting priorities established by central government, i.e. funds are sent with directives on spending which may not match local priorities. The survey also revealed that education funds from central government as well as community and corporate contributions were misused, especially on school infrastructure and education for orphans and vulnerable children. Parents in the districts surveyed complained about the quality of classrooms and questioned if the money spent on construction activities had been inflated.

Following the coverage on credibility and accountability of local government authorities, the government decided to train education officers and district executive directors from all districts on financial management and practice of decentralization. The training was held in Morogoro in May 2009.

The survey on violations of children's rights revealed child labour in Geita and Tarime districts due to mining activities and in Bagamoyo and Bunda due to fishing. The survey also revealed problems such as corporal punishment, pregnancies, and long school commutes as preventing children from attaining education. A total of 26 in-depth investigative stories/special features were published in newspapers and broadcast on TV and radio stations.

In the same vein, HakiElimu supported 21 journalists to undertake investigative surveys on specific topics, such as corporal punishment in Bagamoyo, misuse of education funds in Magu district, non-reporting in Rorya district's secondary schools, and the impact of mining activities at Nyamarembo primary school in Geita.

As a result, 56 articles/stories were published and broadcast. The Media unit used in-house criteria to scrutinize 48 proposals received from journalists in order to identify the 21 topics. The selection was done in order to make sure that all the surveys undertaken would contribute towards in-depth identification, analysis, and coverage of education related issues from different parts of the country. Districts visited and surveyed were Bukoba, Lindi, Muleba, Morogoro, Bunda, Rombo, Mwanza, Lushoto, Magu, Musoma, Geita, Sumbawanga, Tarime, Mpwapwa, Ruangwa, Masasi, Rorya, Bagamoyo, Kilosa, Kwimba, Ukerewe, Tunduma, Tanga, Singida, Iringa, and Tandahimba. The findings were published as exclusive in-depth stories/features in newspapers and broadcasted on TV and radio in news bulletins and special programs.

One story revealed that a total of 3,711 primary school pupils in Singida had not been attending school from January 2009. One reason for this was pregnancy. Upon reading this information, the Singida Regional Commissioner, Mr. Parseko Kone, directed the responsible authorities to arrest culprits for allegedly impregnating school girls (The Guardian, May 19, 2009).

Another successful media survey was from Masasi district whereby the leadership of Mikese ward in collaboration with teachers re-enrolled a girl who had been pre-maturely married (Tanzania Daima, May 21, 2009). The same situation happened in Lorya district. School-girl pregnancies have been a chronic problem in recent years. With the public attention we created through wide and persistent media coverage of the problem, the government eventually decided to pass the Girl Child Protection Policy in 2009. The policy requires that pregnant pupils and those who are breastfeeding should be allowed to sit for national examinations, something HakiElimu has been campaigning for over the last three years. It was disappointing that girls were being expelled from school while they, perhaps more than anyone, need education to improve their lives and the welfare of their children. However, the causes of these pregnancies still need to be investigated.

Journalist training

Fifteen journalists from Mbeya, Iringa, Rukwa, and Ruvuma regions were trained to enhance their investigative skills on education issues, human rights, and democracy so that they can consistently and effectively investigate tips shared with them or undertakes media investigations of their own. The training covered education policies and directives, the significance of education, quality education, HakiElimu's work, news writing for radio, newspapers and television, journalism in Tanzania, investigative journalism, and writing of powerful education stories.

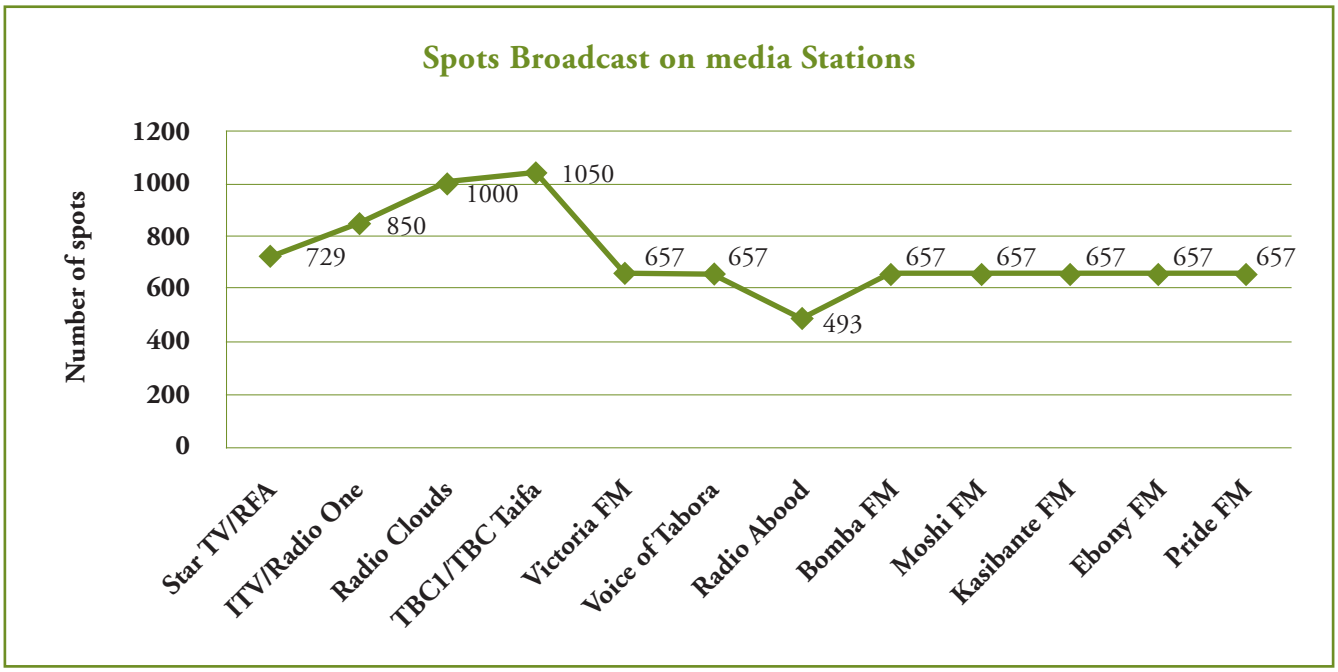
Seven journalists out of 15 have demonstrated improved writing skills in their articles and stories. Their reporting has been analytical and informative. They were able to write and publish two education stories each month after receiving training. Two of them have launched their own blogs and have been networking among themselves and the trainers. The journalists commended HakiElimu for organizing such training.

The most inspiring story is about a group of journalists trained by HakiElimu in 2008 who organized themselves and registered an organization in 2009 called the Tanzania Educational Journalists Association (TEJOA). They are determined to take their own initiatives in raising, analyzing, and reporting education issues from 2010.

1.3.2 Media Programs

TV and radio programs

The production and broadcasting of media spots is one of the key activities of HakiElimu that identifies and differentiates the organization from others. In 2009, three series of TV and radio spots were produced: five spots on the government budget and accountability, two on experiences of Friends of Education, one on promoting reading culture and four promoting quality education.



A total of 8,721 minutes airtime were broadcasted as indicated above

Each station broadcast at least three spots each day. The use of community radio and TV stations was expanded in 2009 to reach more people in areas where national stations do not reach or are not popular. The strategy proved to be very cost effective and appropriate; it was learnt that broadcasting on community radio stations was far cheaper than on national ones. Community radio stations are also are very popular in their respective regions.

Media spots on the budget and accountability attracted public attention nationwide. The spots campaigned and encouraged people to be active participants in village or community meetings so that they can share their opinions before key decisions are made.

HakiElimu believes that spots in 2009 have had good outcomes, especially at the district level where the focus of the campaign was directed. In order to assess the level of impact, the Media unit plans to carry out an assessment in 2010 that will also inform the design of future advocacy strategies.

A total of 17 Tafakari Time programs were produced and broadcast by HakiElimu on ITV. HakiElimu initiated this program to identify relevant topics/themes/issues for focus. Some of the topics covered included: poor performance in mathematics, teachers' salaries, and early pregnancies. However, having the program produced and broadcast weekly was too demanding and time consuming. Consequently the airing frequency in 2010 will likely be reduced from four to two programs each month.

Production and broadcasting of one weekly TV program (Kipimajoto on ITV) and one weekly radio program (Jicho Letu Wiki Hii on Clouds FM) were also supported whereby a total of 40 TV and 40 radio programs were broadcast. Various issues of concern to the public were discussed by ordinary citizens, experts and activists like: the killing of albinos, road accidents, education for children with disabilities, a higher education loan scheme, Tanzania union matters, democracy in Tanzania, local government elections, and the legacy of Mwalimu Nyerere. Kipimajoto was particulraly powerful often attracting floods of questions from the audiences asking invited government leaders to articulate concrete plans for addressing the problems. They were suggesting that the government is not doing enough.

The use of cartoons in newspapers to advocacte and inform citizens of various issues concerning education, democracy and accountability was introduced in 2009. Forty cartoons on quality education, democracy, good governance, human rights and government promises were produced and published in Tanzania Daima newspaper.

Billboard campaign

Following recommendations from the 2008 billboard impact assessment, a number of changes were made to improve the type of messages and locations to mount the billboards. Instead of using photos, cartoons were used with stronger, catchier messages to stimulate wider debate and influence change. Several themes were chosen from HakiElimu's publications on government promises as well as those on parent/community participation for improved education quality and access to education. The messages were mounted at 27 sites, especially rural districts such as: Iramba, Kilindi, Korogwe, Simanjiro, Manyara, Magu, Mwanza, Moshi, Tarime, Mpwapwa, Kasulu, Kigoma, Ifakara, Ngara, Temeke, Rufiji, Nachingwea, Lindi, Masasi, Mtwara, Nkasi, Meatu, Tunduma, Mufindi, Urambo, Tunduru, Dodoma, Kinondoni, Ilala, and Manyoni. The Media unit will continue to monitor outcomes and results throughout the year and document lessons.

SMS campaign

SMS was used as another outreach mechanism to collect feedback on Tafakari Time, TV programs, and the billboard campaign. This activity was initiated towards the end of 2009, therefore not enough data has been collected for reporting. However, an in-depth assessment will be conducted in 2010 to inform possible interventions and future improvements.

Films and documentaries

The Media unit worked very closely with Friends of Education through the Citizen Engagement unit to document and disseminates Friends information through films. Three documentaries based on activism of Friends of Education at Ukerewe, Serengeti, and Kasulu were produced and broadcast on ITV and Star TV. Six hundred copies of the documentaries were produced and distributed to partners and Friends so that they can learn from the contributions and challenges of the Friends featured. The key message in the documentaries was to encourage ordinary citizens to take a lead in bringing changes.

Youth Press Clubs

Working with youth in schools was another new initiative to build a strong foundation for children and enable them to be more civic-minded, accountable, and start bringing changes for a true democratic nation in the future. This was done because of the strong push from partners and members to ensure that HakiElimu's work also touches the youth directly. HakiElimu will continue to support youth groups in and out of school to enable them to understand their roles and responsibilities in building the future of their country.

One of the groups supported was the Dar es Salaam Youth Shadow Parliament (DAYOSHPA). The group conducted a youth shadow parliament which attracted representation from the Ministry of Education who admired HakiElimu's role. Our support was via media coverage, video coverage, and event facilitation. Several youth groups have approached HakiElimu for guidance and support, a good example being when the Media unit worked with the Tanzania Secondary Students Association (TASSA). The group was seeking to understand different approaches they can apply to express their views on examination leakage and address the issue of the poor quality of school textbooks. The group was trained and supported to prepare a press release and organize a press conference. This was conducted on February 12 and 13, 2009, and stories were covered in Mtanzania, The African and This Day newspapers. Later the same year, the President released a government decision condemning publishing of poor text and reference books, possibly as a result of public awareness and outcry.

1.3.3 HakiElimu using media

The Media unit has been a key link to media channels within HakiElimu as well as with citizens, government, and other organisations. One hundred and forty-three Friends in Lindi (29), Sumbawanga (32), Morogoro (50), and Kigoma (32) were trained to use media to express their views and challenge the government on various issues.

Coverage of four zonal meetings of Friends of Education was done. Thirteen articles were published describing Friends' initiatives, and 17 Friends' profiles were published and shared with the public. Fifty-one Friends of Education appeared on TV programs, and 160 on radio programs, in which they shared their experiences as Friends and encouraged citizens to actively take part in bringing about the changes they want to see. These programs were aired through community stations, which covered specific issues affecting people in the surrounding communities. A Friends' group, Kilimanjaro Information Center (KEIC), was supported to run a radio program on Moshi FM discussing the impact of HIV/AIDS on education. Consequently, the group encouraged teachers living with HIV/AIDS in Kilimanjaro to join a network to share their experiences and support one another. HakiElimu has received requests from many Friends, who are dedicated to and interested in initiating education radio programs in their communities. It is worth noting that 43 letters to the editor written by Friends were published in newspapers. This is a positive sign as a result of training offered to Friends on using media to raise issues they care about.

In the same vein, the Media unit shared its experience of using media with organizations such as Policy Forum, Youth Action Volunteers (YAV), Tanzania Gender Networking Programme (TGNP), Tanzania Media Women Association (TAMWA), and Envirocare. Others are the Legal and Human Right Centre (LHRC), Women's Legal Aid Centre (WLAC), Amani Early Childhood Development, Irish Aid, The Tanzania Home Economics Association (TAHEA), SAHRiNGON-Tanzania and the Tanzania Women Lawyers Association (TAWLA). These organizations have seen the value added to HakiElimu and wanted to learn how to use media for advocacy and to create more space for the coverage of development issues. More organizations outside of Tanzania and Africa connected through Idasa and International Budget Partnership (IBP) also learnt through HakiElimu's experiences with media. For example, organizations from South Africa, Brazil, and Nicaragua had an opportunity to spend a week at the HakiElimu offices.

Publications and research reports produced by HakiElimu were launched and findings publicized. Press conferences on examination leakages, training for using Job Access With Speech (JAWS) software for visually impaired computer users, and book and publication exhibitions were covered in the media, and 28 articles were published. A total of 133 letters to editors were written by staff and published in newspapers. A mini-documentary on media use at HakiElimu was produced and it is available for reference. The Media unit will continue to strengthen the already established good relationships with the media whose power cannot be underestimated.

1.3.4 Media monitoring

Issues on education, democracy, corruption, governance, human rights, public budget, and speeches made by top government officials were monitored in print and electronic media for reference purposes. Approximately 4,000 news articles were identified and filed. Other units, especially the Policy Analysis and Advocacy unit, used them as reference materials. However, the Media Unit will continue to monitor issues in 2010 based on demands from each unit. References to HakiElimu in the news were systematically monitored, displayed, compiled, and shared with staff and board members. The Media unit also displayed news on the notice boards available at the main entrance and reception of HakiElimu's office to make them visible and attractive to visitors and staff to read.

1.4 Challenges encountered in 2009

HakiElimu is determined to contribute towards improving investigative journalism especially on education issues. Most journalists lack specialization. They report on a variety of topics, failing to demonstrate in-depth analytical skills and pro-activeness. Since 2008, HakiElimu has managed to train 45 journalists, a small number. Therefore, HakiElimu will continue to train and support journalists in order to improve their investigative and writing skills. Furthermore, some survey reports submitted by journalists were not well presented in terms of content and quality. Review and analysis of such reports took more time than anticipated. Some of the editors suggested certain journalists lacked the passion and skills required to write on education issues leading to poor quality reports. HakiElimu

will now work closely with the Tanzania Educational Journalists Association with journalists from prominent media houses interested in reporting on education issues.

The broadcasting of media spots was affected by the rise of broadcast costs. In addition to nationwide stations, HakiElimu used community stations which proved to be cost effective and successful in reaching the target audiences especially in rural areas.

1.5 Conclusion and way forward

HakiElimu is optimistic that the increased quality and frequency of coverage of education issues is a good sign for getting quality education to the top of the national agenda. The support and training of journalists on investigating and writing on education issues has increased public awareness of issues affecting delivery of quality education in Tanzania. Media programs continued to create space for public debate and discussion around education, democracy and public service delivery. Media spots revealed challenges and issues needing public attention for action. Spots on public budget and accountability created massive attention especially at the local government level. Considering that most people know HakiElimu because of media spots, the Media unit is determined to increase creativity and uniqueness in packaging the messages for more attention and action.

In order to cope with the increase in broadcasting costs, the Media unit will identify stations that offer a strong combination for wider reach (listenership/viewership) in 2010. Moreover, it will increase the use of community radio stations because they are cost effective and, according to research, within the three top stations that people in the surrounding areas visit/or hear on a daily basis. This will ensure that HakiElimu's airtime is maximized and the target audience is reached in the best way possible. The Media unit will assess the impact of media spots and the billboard campaign in 2010 to inform future activities.

2 information access unit



2.1 Unit purpose

The overall purpose of the Information Access (IA) unit is to ensure that key audiences, Friends of Education and the wider public in Tanzania is better informed on education and democratic rights, policies, and developments and that a broader, more creative, and vigorous public debate on these issues is generated. IA stimulates public debate among ordinary citizens through popular publications, public competitions, access to radios and online information, including for the visually disabled, and maintenance of the HakiElimu library.

2.2 Program summary

In 2009, the main strategies were the use of Lifeline Free-play radios and the production and systematic distribution of high quality popular publications. One hundred and five Friends of Education from three regions were trained on establishing and running community libraries. As a result, Book Aid International (BAI) committed to extend their support to some of the existing community libraries run by Friends. A significant success was that people with visual disabilities were provided with computers, software and training that would enable them to enjoy the benefits of modern information technology. A national essay and drawing competition on the scourge of examination leakages in Tanzania: "Nini chimbuko la kuvuja kwa mitihani Tanzania na nini kifanyke kudhibiti uvujaji huu"? attracted many entrants. The HakiElimu library stock was increased to make the library serve the information needs of staff and partners better.

2.3 Information Access unit activities

2.3.1 Acquisition of Library Materials

IA had planned to purchase 400 physical and electronic materials. However, 475 physical books were purchased and 172 documents downloaded, making a total of 647 items acquired. This was an increase of 61.8%. During the year it was decided to expand the list of suppliers to include those from Europe. This decision boosted the procurement process and minimized the effects of frequent cancellation of book orders that had previously been experienced. During the year, 385 photographs in both hard and electronic copies and 18 illustrations (cartoons) were procured from various sources. This was facilitated

by staff taking photographs whenever they go on visits. However, some of these photos are not really newsworthy hence the need to train and provide guidelines to staff on how to take suitable photos. In order to promote library usage, 105 books and three magazines were lent. Similarly, newly–acquired books were promoted during Monday morning meetings while some were put on display in the library.

One of the most important promotion strategies used was the decision to train 105 Friends of Education on how to establish and manage community libraries in various parts of the country.

These innovations encouraged and attracted Book Aid International to award and support HakiElimu materially and financially. The organization volunteered to solicit funding to expand services to the community level through community libraries run by Friends of Education. However, our software programme has no parameter to enable us to catalogue documents sourced electronically. Budget permitting, IA shall purchase the requisite software to transfer information from the internet to Alice. Also some photographs taken by staff do not capture intended actions or deliver intended messages. HakiElimu needs to strengthen the capacity of staff in taking photos and IA will facilitate a learning session on this in 2010.

2.3.2 Popular Publications

The main purpose of HakiElimu's popular publications is to inform identified audiences, including Friends of Education and the public at large, to foster debate on education, democracy, and related issues. To this end, 10 such publications were produced. These were the following:

2010 Calendar

During the year, 150,000 copies of a 2010 Swahili calendar were printed and distributed via newspaper insertions, mass mailing, and other means to Friends, partners, key audiences and the general public. The calendar was complemented with various cartoons depicting various issues to promote quality education outcomes in the country.

Cartoon booklet

An eighth title was added to the cartoon booklet series in 2009, but instead of printing 40,000 copies as per the plan, the print run was reduced to 35,000. This change was based on the Citizen Engagement unit providing IA with more accurate figures of the number of active members in the Friends movement. IA also found that using ideas collected from the public during its publications monitoring exercise to determine the booklet's theme was helpful leading to a move towards a more participatory publication production process.

Swahili story book

The IA unit produced one title "Nini Wajibu wa Jamii Katika Upatikanaji wa Elimu Bora" with 40,000 copies. The book was written in a popular language so that it can be read by various groups of people.

The storyline was developed from a field visit in where Friends of Education wanted something to encourage community participation, especially that of parents, in promoting quality education. On top of encouraging community participation, the story book also emphasises the role of debates and discussion on quality of education in Tanzania.

Friends Popular Journal

30,000 copies of the 2010-2011 journal were produced for Friends of Education. The popular journal intends to encourage Friends to reflect and document their advocacy activities, provide information on relevant resources and facts, and inspire the sharing of this information.

Swahili Friends' booklet

35,000 copies of a Swahili booklet containing profiles of Friends were produced. This booklet promotes the exchange of views, information and action taken by Friends of Education. One of the main lessons learned was that this publication has the potential to greatly impact the growth of the Friends movement. In 2010 this potential will be exploited.

Demand publications

In collaboration with other units, IA supported reprints of seven publications in high demand. These were:

	Title of Publication	Quantity reprinted
1	Nyerere on Education (1)	5,000
2	Nyerere on Education (2)	5,000
3	Tujisahihishe	2,000
4	TANU na Raia	2,000
5	Nyerere Memo Pad	5,000
6	Shule nzuri ni Ipi	3,000
7	Elimu ina umuhimu gani kwa jamii	5,000

Other units were closely involved to make sure that the required titles are in place as planned. However, due to unfortunate bureaucratic bottlenecks, the unit failed to get permission to reprint some requested Government publications, especially "Katiba ya Jamhuri ya Muungano wa Tanzania (the Constitution of the United Republic of Tanzania) which was and continues to be in high demand among Friends of Education and other audiences.

SautiElimu Newsletter

Three issues of the SautiElimu newsletter, each of 50,000 copies, containing views and actions of citizens regarding education, democracy, human rights, and good governance were published and distributed to inform Friends of Education and other stakeholders. The last issue explored the causes of student failure in science subjects, especially in secondary education. The main challenge that was encountered in producing these issues was the difficulty in getting suitable and relevant content as the content relies on articles, letters, and poems written by Friends of Education. An absence or lack of relevant content sometimes caused delay in production. Consequently the unit came up with another strategy to visit Friends of Education at schools to discuss relevant issues and subsequently ask them to write on the same. Visiting Friends was a positive way of collecting newsletter content.

Educational messages

Five educational messages encouraging the establishment of student friendly learning environments, community involvement in schools, productive student-teacher relations, and the role of teachers in quality education were developed and printed on exercise books for sale. This activity was concluded towards the end of 2009, so the reach and response of these messages will be monitored in 2010.

HakiElimu Publications Catalogue

A comprehensive HakiElimu publications catalogue (10,000 copies) and e-versions, including 500 CD ROM copies, were planned to be produced in 2009. However, a lack of content meant it was shifted to 2010. The HakiElimu publications catalogue is intended to be shared with key partners to promote the organisation's material on a local and global platform.

2.3.3 Monitoring and conceptualization of HakiElimu publications

This activity was conducted in Tanga, Morogoro, Dodoma, and Singida regions to monitor the use of HakiElimu publications and assess the information needs of Friends of Education. Feedback received from Friends showed that they found our publications are a source of 'reliable and useful information'. "Mimi na Polisi", a popular publication, was ranked as one of the 'most useful' as it addresses one of the challenges that ordinary people frequently face with the police. The use of cartoons and colored pictures in popular publications was also appreciated for adding value and attraction. They said that such publications capture the interests and attention of many people regardless of age or gender.

Friends of Education also cited policy-related publications as being 'very important' and that they use them to inform themselves about different national policies. They noted that since it was not easy for them to access policy documents, "HakiElimu's efforts to distribute those publications is highly appreciated and should be continued." The Friends confirmed that knowing various policies made them "confident enough to engage their leaders and hold them accountable." Friends of Education also used the opportunity to suggest topics for future HakiElimu publications. In descending order of priority, these are:

- Citizen's rights and the responsibilities of leaders.
- The role of parents in supporting children in school.
- The value of being a teacher.
- The impact of examination leakage.
- The impact of fake academic certificates.
- Albino killings.



Figure 1: Visually impaired participants are provided with computer training.

However, Friends of Education also recommended that we consider the plight of the people with visual disabilities. It was partly in response to this request that towards the end of 2009, IA purchased 30 computers with special software that allows people with visual disabilities to use computers. These have been distributed in three schools in Tanga, Dodoma, and Tabora regions that have pupils with visual disabilities. Representatives from the three schools were trained prior to the handing over of the computers.

HakiElimu will also consider producing publications in Braille that visually impaired people could use. The monitoring exercise was a very useful source of information and was the main source of themes for the unit's publications in 2009. HakiElimu is viewed positively by most people, especially among Friends, and its publications were found to be playing a vital role in public information.

2.3.4 Information dissemination and feedback

The objective of this activity was to ensure that HakiElimu's publications were distributed to inform identified audiences in a systematic and timely manner and that feedback on the distributed materials was sought, compiled, analyzed and used to further inform its work.

In 2009, HakiElimu distributed 609,400 copies of its publications to Friends of Education, NGOs, public institutions, private institutions such as private primary and secondary schools, colleges, other partners and individuals. The demand for HakiElimu publications is always increasing. This is partly due to an increase in the size of our audience, particularly Friends, but also because of the number of individual citizens who either visit our office or request through letters, phone calls, or e-mails. This is also testimony to the popularity of our publications.

In 2008 HakiElimu distributed 6,000 Lifeline Freeplay Radios to six regions in the country to enable citizens in rural areas sustainable access to information. These regions were Lindi, Mtwara, and Ruvuma in southern Tanzania and Dodoma, Manyara, and Singida in central Tanzania. In 2009 a monitoring and evaluation of the distribution exercise evaluated the strengths, weaknesses, and challenges of distributing the radios in rural Tanzania and identified measures to exploit improved distribution and mitigate any challenges. In addition we researched to what extent people's lives have changed, if at all, since the introduction of the radios.

The evaluation was also expected to help HakiElimu plan a better way forward with regard to the project. The monitoring exercise revealed that the demand for radios is higher than expected. Between 90-95% of the people interviewed said they appreciated getting the radios. The radios were appropriate as they do not require extra expenses for purchasing batteries and enabled them to get information on various social, economic, and political developments that they previously did not have the opportunity to get. However, it was noted that some areas have poor reception of TBC radio broadcasts. This has been communicated to Tanzanian Broadcasting Corporation (TBC) who are now working to remedy the problem.



HakiElimu is also working closely with the Ministry of Education and Vocational Training (MOEVT) to ensure that the Ministry's broadcasts to schools reach the intended schools to enable them to integrate these broadcasts into their timetables. While this is a challenge, HakiElimu is optimistic that MOEVT will agree to work together on this.

The purpose of public essay and drawing competitions is to foster debate, gather public views, and create public pressure and responsiveness from public officials. An essay and drawing competition on 'What accounts for examination leakages?' was launched in May 2009 in collaboration with the Tanzania Teachers Union. The competition was advertised widely and 1,882 entries were received from people of all ages. This year's competition sought to get public views on what they considered to be the causes and effects of the examination leakages and what was to be done to curb it.

The majority of entrants (68%) stressed corruption as the leading cause. They argued that if MoEVT is to successfully combat this problem, efforts should first be to root out the corruption which nourishes it. The almost blind national trust in examinations (rote learning) as the sole method of evaluating pupils was also cited by many entrants as being a cause. This is because one's success is only measured in terms of the how much one can memorize, not the skills that person has. Consequently, the acquisition of a 'good' certificate becomes a matter of life and death for most pupils. It has to be obtained by any means—fair or foul. As a result of this, there was a wide coverage the issue in the media where more people were informed and debate on the issue

The leading twelve entries will be compiled and published into a book in 2010 for wider circulation. In 2009 a booklet consisting of the winning entries of the 2008 competition, Mwalimu Bora ni yupi?, was developed and 48,000 copies printed. The booklet was distributed to partners and Friends to publicise the competition's findings and foster public debate on the theme.

2.4 Challenges

Despite the various achievements that were made there were also several challenges. The unit faced a major increase in production costs. The cost of printing rose sharply while there was an almost exponential rise in the cost of illustrations from established illustrators. If these costs continue to rise in 2010, they will adversely affect the production and quality of popular publications. In order to minimize this looming threat or risk, IA has begun and will especially strive to identify, groom, and use the services of more upcoming artists whose works are more or less of similar quality and more affordable.

Although one of the main achievements of the unit in 2009 was the expansion of information services to people with visual disabilities, one of the outstanding challenges that the unit still has to address is how to ensure that more people with visual disabilities also have the opportunity to enjoy reading HakiElimu publications.

There were difficulties in getting the requisite permission to reprint some requested Government publications, especially the 'Constitution of the United Republic of Tanzania' which was in very high demand among Friends of Education and other audiences across the country.

2.5 Conclusions and way forward

In 2009 the IA unit largely managed to fulfill its mandate. As well as the conventional methods, new strategies such as the expansion of information services to people with visual impairments and the training of Friends of Education in several parts of the country were employed. Efforts will be doubled to gather and incorporate the feedback and ideas for new publications from readers. This will help to create a more participatory conceptualization of our publications and create publications more relevant to the needs of our audience.

Closely related to this is the need for monitoring the use and impact of our publications. IA will strive to extend this in future. In addition, visiting relevant communities to source ideas and materials for some of our publications should go a long way in addressing the nagging challenge of getting relevant and timely content for SautiElimu.

There is still a lot of public trust in HakiElimu as a source of information. This is manifested in various ways including frequent visits, calls, letters and e-mails from various audiences who seek information on various issues. IA will take advantage of this popularity and use it to meet the high demand of its publications to reach more people.

HakiElimu will also use the newly ordered facilities for the printing of publications for those with visual impairments and start printing some publications in Braille to enable people with visual impairments to read them.

The demand for Freeplay radios in rural parts of the country is high, thus the project will continue in 2010. Challenges identified in the evaluation exercise will be addressed to enhance its impact. This includes working more closely with TBC and MoEVT to ensure relevant broadcasts reach people in marginal areas.

3 citizen engagement unit



3.1 Background Information

The overall purpose of the Citizen Engagement (CE) unit is to facilitate ordinary citizens, specifically the poor and other historically disadvantaged people, to be better informed, able to monitor policy and practice, reflect, debate, organize, take action to develop education and democracy, and hold the government to account.

In 2009, the focus was mainly on communicating the concept of Friends of Education to more people across the country to popularize it among ordinary citizens. Through this effort, CE influenced more citizens, among them women and people with disabilities, to join the movement. Efforts were directed towards strengthening the capacity of Friends to monitor policy and practice in their communities. Focal Friends were equipped with the appropriate skills, and some involved in carrying out Social Accountability Monitoring (SAM) in Magu and Serengeti, and Public Expenditure Tracking Surveys (PETS) in Hai district. In addition, citizens were facilitated to access and share information as well as communicate their views through media to influence policy making processes and accountability for improved education and governance. More citizens and Friends had chances to access radio stations and use newspapers to communicate their views through letters to editors. Moreover, more Focal Friends opened community libraries serving people at the community level.

Deliberate efforts were made to deepen the understanding and involvement of Friends in existing development forums across the country through organized actions. This enabled Friends to have a deeper understanding of education in relation to gender, policy, land issues and democracy. Ninety-eight Friends were linked to TGNP and participated in the Gender and Development Seminar Series (GDSS) and Gender Festival. Others were linked to the HakiKazi Catalyst Development Seminar series and Bunge exhibition. The aim was to inculcate new zeal to become active and responsive citizens and as agents for enabling positive change within their communities.

The active role of Friends and citizens in voicing out their concerns through radio, television and newspapers, and their involvement in monitoring policy and practice demonstrate a growing sense of responsiveness and commitment to tackling impediments that hinder development of the education sector and therefore making a difference in their communities.

It is also worth mentioning the increase of co-facilitation between Friends and other citizens groups. The Mwanza Policy Initiative, TAYODEA of Tanga, MWAWODE of Kigoma, and 15 other CSOs under the umbrella of the Dodoma CSO coalition were approached throughout the country, and some have linked and started to work with Friends. However, more effort is needed to strengthen the Friends of Education movement in terms of the composition of its members and their capacity to engage effectively. The movement needs more members from marginalized groups such as women and people with disabilities who currently are still few, despite the hard work to increase the level of their participation. Moreover we need to sustain the already existing initiatives by Friends, capture more success stories and lessons to portray to others.

3.2 Recruitment and Information

1,686 new Friends were recruited this year and provided with information kits containing basic information on education and other related issues. The contact information of 756 Friends was updated into the database. In total, the movement has reached 32,000 members scattered all over the country. However, male members dominate, and the rate of women joining the movement is still not encouraging. The action research report released last year showed among other factors "male chauvinism" being one of the hindrances. In 2010 CE will work with Focal Friends and partner NGOs to intensively sensitize people in rural areas where the problem of male chauvinism seems to be extremely high and address impediment issues to make the voices of women be heard in the movement.

CE continued to provide regular information to Friends and other citizens throughout the period in order to increase awareness on key development issues. This was done through regular mailing of information on a quarterly basis. Furthermore, 27 community libraries which are managed by Friends in some districts were supported with publications and a guide to improve the services to the communities they serve. Moreover, CE responded to all 1,276 letters and emails received from citizens and Friends who reported issues or wanted more information. Some letters were shared to editors and published in various newspapers including SautiElimu, and through that views were shared countrywide.

In clarifying the concept of the Friends of Education, meetings were held with different groups including Mwanza Policy Initiative (MPI), New Chapter for Youth, Fadhili Teens in Mwanza, TAYODEA in Tanga, MWAWODE in Kigoma, and 15 other CSO members of the coalition of NGOs in Dodoma. This was part of the effort to get other organizations more involved in the facilitation of Friends of Education movement. Possible areas of collaboration were identified such as capacity building of Friends, providing information to Friends, and monitoring policy together as part of strengthening the capacity of civil society to monitor education policy and practice. Some have already started to implement activities. For instance, MPI between June and July conducted Social Accountability Monitoring involving 12 Friends of Education in Magu and Ukerewe.

In August this year, MPI again, with a team of visitors from Mozambique, visited Nampisi and Kilizya groups of Friends in Ukerewe as part of orienting their Mozambican visitors on what is being done by Friends. Moreover, TGNP supported some Friends from upcountry to participate in the Gender Festival held in Dar es Salaam. Ninety-eight Friends participated in the Gender Development Seminar Series organized on a monthly basis by the same organization. In short, the process of approaching other organizations to play a part in the facilitation of the movement has yielded results. It has added value in terms of building capacity of Friends, informing them, and making them more active and effective as agents for social change in society.

Despite positive results in recruiting and providing information, still some challenges exist. Making Friends more active to engage and respond to the emerging demands existing at the community level is one of the challenges. Though there are some signs of achievement, more effort is needed to shape the attitude of Friends to be more proactive in holding their leaders to account and engage in planning. It is necessary to strategically communicate the concept to a wider public for them to understand the movement and what it is about. This will help to make more people join the movement in a more sustainable way.

Tanzanians have to understand their roles and responsibilities, their rights, be able to understand the environment in which they are confined, and be able to transform it with effective action for remedy. While CE will continue to recruit more Friends and clarify the concept, HakiElimu will also continue to expand the relationship with other organizations. Wider and more diversified strategies are necessary to inform the citizens and facilitate transformation of the way people look at issues in this country. Citizens need to be encouraged and motivated to be more active and participate fully in matters concerning their welfare and development through collaborated efforts of CSOs, development partners, the private sector, and government institutions.

3.3 Policy Monitoring and Accountability

In 2009, the CE unit enhanced the capacity of Friends to monitor policy and practice. Twelve Friends and 30 members of MPI were trained on the fundamentals of Social Accountability Monitoring. They conducted a pilot exercise in Magu and Ukerewe districts to monitor four basic areas of social accountability: resource allocation, strategic planning, expenditure management, and the roles of oversight bodies.



Figure 2: Unfinished and already dillapidated school building as a result of funds embezzlement as discovered during SAM.

The exercise illuminated many irregularities. The score card results indicated corruption, embezzlement of

public funds, lack of transparency, irresponsibility of leaders, poor supervision, poor planning and allocation of resources, and other problems associated with the poor execution of education-related projects in the two districts. This exercise has set a yardstick for power holders in the respective districts to think critically and play their role effectively in serving their constituency.

"This exercise has opened my eyes. Now I have some of the files to start with. I would prefer this exercise extended to all the remaining wards throughout the district" (District Commissioner Ukerewe).



Figure 3: Community Library in Masasi

The exercise has also proved worthy of restoring democracy and justice at the community level through people's voices. Friends were able to access key council documents and reports and analyze them critically. They were also able to debate with their leaders and, where necessary, tasked their leaders in the quest to demand information and explanations on the anomalies found in some projects areas.

SEDP and PEDP monitoring tools were also designed, and 105 Friends from Kigoma, Rukwa, and Manyara were trained to monitor progress of their implementation at the community level. This followed a piloting of these tools by HakiElimu staff in Morogoro and Tanga regions. However, few Friends used the tools effectively as some of the information providers, particular the heads of schools, hesitated to support the Friends to carry out the exercise in their schools. They demanded approval from higher authorities as they considered the exercise as typical research!

- At Fofofogo School in Magu district, the SAM team found an uncompleted building nearly collapsed due to embezzlement of funds by the supervisors.
- At Ukerewe the team found the council planned to use 450,000,000 Tshs just for constructing 5 teachers' houses, inflated costs of almost 10 times;
- Ward Executive Officers in Ukerewe were using unauthorized receipts to collect revenues.

All in all, CE received feedback from nearly 40 Friends who were able to get support from the school heads, and, five were able to share their monitoring findings through public forums in their communities. All these provide insightful feedback on the need to strengthen the capacity of Friends and citizens to monitor policy as it is their right to know what is going on in their schools. It draws the need to build a citizen-based approach towards monitoring policy and practice in order to bring a sense of responsiveness and a more accountable society. CE will ensure findings from the monitoring exercises are shared publicly.

3.4 Citizen Organizing and Action

One hundred and thirty-one Friends were identified as focal Friends and facilitated to meet, share experiences and build networks during Friends meetings in Kigoma, Rukwa, Manyara, and Lindi regions. They assumed responsibilities of being Focal Friends in their areas to share information to the public, join Friends in groups, communicate the concept of Friends of Education to other citizens, communicate to stakeholders issues regarding the development of education and democracy, and coordinate Friends actions. They were further intended to facilitate Friends to discuss and share mechanisms to support government efforts to improve performance of the education sector through citizen engagement.

Friends had an opportunity to share experiences and learn from one another, and therefore these meetings provided motivation and challenges for Friends to strive and practice new initiatives in their areas. It is anticipated that these meetings will add value in enhancing the understanding of the Friends of Education movement and hence more engagement of Friends and ordinary citizens on education-related issues at the community level.

Five Friends were supported to conduct public forums within their communities. Seventeen Friends initiatives were technically supported, mostly with publications for the community libraries and public notice boards for broadening information sharing at the community level.

Moreover a team from HakiElimu visited nine Friends' initiatives in Kigoma, Rukwa, Njombe, Moshi, and Tanga as part of our monitoring and capacity building. Among the initiatives found were the community libraries, on-going and stimulating discussion groups, pre-primary schools, and youth assemblies.

These initiatives enabled citizens to access important policy information and increase their level of awareness on policy-related issues, allowing them to participate effectively in monitoring policies and practices right from their communities. Some of the initiatives have been documented in a short film, and in 2010 this information will be documented in a booklet enabling other Friends to learn from what is being done by their colleagues in some parts of the country.

In 2009, two guides on establishing and running community libraries were developed, and another on how to collect, document and share information at community level. These guides will be distributed to all Friends to influence more people to learn and adopt new approaches for improved citizens' knowledge and action. We anticipate more Friends will establish community libraries and HakiElimu in collaboration with other stakeholders will strengthen the capacity of those libraries to deliver services to their beneficiaries.

In complement to the above, CE collaborated with VIKOBA of Ruvuma and trained 30 Friends in collecting, analyzing, documenting, and sharing information at the grassroots level. The intention is

to establish a pool of "Community Information Volunteers (CIVs)" to facilitate initiatives aimed at ensuring citizens at local level are well informed on policies and other development issues.

3.5 Communicating Views and Lessons

Friends' views and actions are of great importance in democratizing decision-making processes. They are essential when it comes to creation of a just society where transparency, the rule of law, and accountability are considered important and obligatory. During the year, CE supported 211 Friends to air their views on governance and education issues through community radio and television stations to inspire wide public debate. A hot issue was school-girl pregnancies and the need to re-register them in school. Mostly, the radio programs were self-initiated by Friends, and HakiElimu only supported them with funds for broadcasting.

These programs have enhanced not only the voices of marginalized citizens but also the understanding of the concept of Friends of Education across the country. It is likely that the 1,686 citizens who joined the movement this year responded positively because of the influence of these media programs run by the Friends themselves. In 2010, we will identify more community radios to work with to enable more citizens to communicate their views.

In total 43 letters from Friends were forwarded to editors and some were published in newspapers including SautiElimu. A Friends newsletter was also initiated in 2009, documenting Friends issues and success stories to encourage and inform Friends and other citizens about the progress of the movement and encourage them to replicate the good practices done by their compatriots elsewhere. Two editions were printed last year and shared with Friends and other stakeholders.

Alongside the newsletter, 10 Friends were supported to participate in the CSO Exhibition at Parliament in Dodoma as an opportunity to learn how Parliament works. They also had the opportunity to meet and share information with their parliamentary representatives.

Sixteen Friends were profiled and their case stories shared through newspapers. We further documented 12 case studies which will be documented in booklet form in 2010 and shared with stakeholders.

We supported 98 Friends to participate in GDSS, a HakiKazi and Soma seminar series where they were able to learn and contribute views on various issues such as education, governance, and democracy. However, it has been very difficult for the unit to identify other related seminar series in other regions across Tanzania. We have consulted partner organizations to identify such initiatives to provide such opportunities to other Friends in other regions to broaden their understanding of policy issues and their level of engagement in the same areas.

Three meetings were held in Kigoma, Rukwa, and Manyara to enable local government authorities to understand HakiElimu's activities and the concept of Friends. These meetings linked Friends and local government authorities and will lesson misunderstandings between the authorities and Friends.



Figure 4: Friends discussing issues during one of the regional meetings

3.6 Conclusion and way forward

The successes of the CE program in 2009 are evidently shown through achievements in the activities performed. Indicators reveal that the Friends of Education movement is growing, and that the Friends by themselves are getting organized in groups or networks at the village, district, regional, and zonal levels. Such networks and meetings have proved effective at putting Friends together to share experiences, and also sparked commitment and engagement of more Friends on various issues essential for improving education and democracy rights from their respective communities. They have also improved the relationship of Friends among themselves and HakiElimu and assisted to transform people's mind-sets.

The issue of information-sharing is taken seriously to improve awareness and community participation in development processes. This is evidently shown through the initiative of some Friends to open community libraries and use media houses to communicate people's voices. These are fundamental in the process to establish a more responsive, just and accountable society. The SAM exercise is one step. CE and HakiElimu will strive in 2010 to expand these initiatives more strategically in order to ensure that marginalized Tanzanians are well informed, reflecting, debating and taking action to bring change in the management and monitoring of education performance in the country and to give timely feedback to stakeholders, including policy makers, in order to improve policy and practice.

At the same time, challenges remain. First, the Friends of Education movement is still dominated with male members. Women and people with disabilities are still few and therefore their voices are left behind. This issue will be squarely addressed in 2010 by taking purposeful measures involving Focal Friends and partner organizations to reach more people at the grassroots level where male chauvinism dominates and obstructs women's participation. Obviously this is not a quick fix but a matter of long-term education using collaborative efforts.

Second, much is being carried out by Friends without the knowledge of CE or HakiElimu in general. In 2010 more efforts will be dedicated to identifying and documenting case studies that are worth sharing publicly to influence replication of good practices elsewhere in the country and thereby strengthening

this social movement. Through this, the impact of CE and the Friends of Education movement will be more easily noticed.

Third, CE and HakiElimu have seen that there is great value in meeting Friends face-to-face through regional meetings and field visits to get to know more about what Friends are doing and to conduct on-sight capacity building. To reach more people, CE will continue approaching regional NGOs, communicating the concept, and linking them to Friends to enhance coordination and facilitation of the movement in a more functional and sustainable way. CE appreciates partner organizations which have already shown interest and continue working with Friends. Such collaborative efforts are necessary in shaping the course of what we intend to attain in terms of realizing positive change in the management and delivery of education services to all Tanzanians.

4 policy analysis and advocacy unit



4.1 Overall purpose

The overall purpose of the Policy Analysis and Advocacy (PAA) unit is to undertake independent analysis of basic education, democracy, budgets, and related issues to monitor government actions. This promotes broader debate and advocacy for more transparency, accountability, and effectiveness of the government increasing its responsiveness to the citizenship and civil society.

4.2 Programme summary

During 2009, PAA led independent analysis of major education policies, democracy, and good governance issues through research, analysis of official government documents, development of key position documents and advocacy materials to share with the public. Capacity building of local government leaders and Friends of Education on budget and policy related issues was carried out, as well as policy dialogues with respective government offices and ministries. PAA staff effectively represented the organization in media talk shows and worked effectively and strategically with research institutions and partner organizations based in Dar es Salaam and upcountry to scale up policy and advocacy work.

As usual PAA conducted its yearly research study. In 2009 the topic was the role of community in improving the quality of education. A position paper on the significance of teacher training was written and disseminated. A PEDP II one-year implementation progress review has been conducted to highlight achievements and challenges that need to be addressed to improve the quality of education and meet the objectives of the plan. Government promises were monitored, compiled, and published.

Training on budget advocacy to Friends, other citizens, and government leaders was conducted. In a similar endeavor, PAA developed pre-budget briefs, simplified analyses of the Controller and Auditor General's (CAG) reports, wrote a post-budget analysis, undertook a Public Expenditure Tracking Survey (PETS), all of which brought new findings shared with the public through the media, reports, and briefs.

4.3 PAA unit activities

4.3.1 Basic Education Research, Analysis, and Advocacy

PAA conducted in-depth field research on the role of the community in improving the quality of education. The data was collected in eight districts: Bagamoyo (Pwani), Hai (Kilimanjaro), Kilindi (Tanga), Mpanda (Rukwa), Ludewa (Iringa), Morogoro Urban (Morogoro), Nachingwea (Lindi), and Meatu (Shinyanga). To ensure significant findings, the research was designed to involve school teachers, school committees, and students both at primary and secondary schools as well as the communities around the schools. The report is being finalized for printing and dissemination to the public. It is planned that 5,000 copies of the report will be in Swahili and 5,000 copies in English. These will be printed and distributed along with policy briefs prepared from the final report.

Preliminary findings show that citizens participate well in the education process if they are well informed and motivated. The main activity where parents contribute is the contribution of money or physical materials to construct schools. Monitoring the teacher-learner relationship is not particularly done well by parents, and some of them don't even know that they have that role though parents in some areas have a close and healthy relationship with teachers, and in many cases offer help. A lack of information and awareness of parental roles in improving education was seen to block them from performing their duties and hence hinder development of education in many rural areas.



Figure 5: Pupils from a primary School in Meatu filling in HakiElimu's research questionnaire

A position paper was written on "The significance of teacher training on the development of quality education: Preparing teachers in an ever-changing world." PAA gathered information about teacher training from several educators including university professors, tutors, principles, and teachers themselves. A total of 10,000 have been printed in Swahili and English. Initial feedback indicates that it has been useful in educating various people about teacher training and teaching in general, as this comment demonstrates:

"I received your book about teachers. It is very informative and well written. I am going to keep some in the faculty's library. I am sure it will help a lot of my students"
(Dean Faculty of Education, University of Dar es Salaam, 2009).

PAA reviewed the second year of implementation of PEDP II 2007/08 to establish the achievements, gaps, and challenges facing the programme so far and to critically assess the outcomes of the programme to provide recommendations. Documents reviewed to complete this activity were the PEDP II Annual Performance Report 2007/08, the Primary Education Development Programme II (2007-2011), the Education Sector Development Programme (ESDP), Basic Education Statistics in Tanzania (BEST), the Education and Training Policy of 1995, papers presented at the annual Education Sector Review in 2008, and CSO reviews and research on primary education.

The review found that more school-aged children are enrolled in pre-primary and primary schools than ever before (the net enrolment rate (NER) for pre-primary schools increased from 33.1% to 36.2% from 2007 to 2008). The COBET programme continued to mainstream out-of-school children into the primary education system, and enrolment of learners in COBET centers has been decreasing, implying that most school-aged children are now being enrolled in primary schools. However, construction of classrooms, pit latrines, and teachers' houses proceeded at a much slower pace than needed.

Other short falls include a low enrolment of children with disabilities and high gender disparity (57.7% males and 42.3% females) and resources to improve school environments for such children have been extremely limited. The shortage of teachers and retention of teachers is still a problem, particularly in remote areas. The pass rate for pupils of the Primary School Leaving Examination has continued to decline in the last two years from 70.5% in 2006 to 52.7% in 2009 (BEST, 2009). Due to inadequate and unpredictable funding, the pupil-book ratio has continued to deteriorate from 3:1 in 2005 to 5:1 in 2008, indicating that the national target of achieving a 1:1 ratio by 2010 may not be realized. Also despite improvements in NER in primary schools 2.7% of eligible children are still not enrolled in schools (PEDP II Annual Performance Report 2007/08).

A total of 7,000 copies (5,000 copies of English and 2,000 copies of Swahili) are in the printing process, and distribution of the documents will be carried out during the first two quarters of 2010. The report will be disseminated to the public to inform them on the progress of the programme and to policy and decision makers so they can use the findings for improve the planning processes. The report will also be an advocacy tool.

"I am very happy to inform you that the training you gave us about democratic leadership in school and in the office has changed me a lot. As soon as I went back in my office, I started to implant democratic principles. Now I see everyone is happy with me. Thanks HakiElimu" *(Ward executive officer in Iramba).*

Experience has shown a lack of informing local government leaders about HakiElimu activities, thus PAA designed a training programme to create awareness amongst these leaders to bring local government leaders closer to HakiElimu. It was expected that once local leaders' capacity on policy-related issues had been enhanced, their

relationship with HakiElimu would improve, and HakiElimu could use these leaders as agents of change particularly in advocating HakiElimu's core values. A total of 40 local government leaders including district statistics and logistics officers (SLO), district education officers, 15 ward and village executive officers, teachers, and representatives of civil society organizations within Iramba district attended five days of training.

> "It is true that despite the fact that we are implementers of education policy, we have very little knowledge on many things. There is a lot in education policy that I did not know before, but after the training now I know. This seminar has stimulated me to learn more and more" *(Headmaster of one secondary school).*

The training covered education policy, human rights in school, PEDP and SEDP successes and challenges, democracy and leadership in schools, participatory learning, the role of community in improving schools and inclusive education. Participants committed to use the knowledge acquired to bring changes in their work area and to share successes stories with each other. Feedback received included,

PAA developed one rapid response on unpaid salary arrears to teachers which was covered by three newspapers. HakiElimu issued two more rapid responses through TENMET on Form four examination results and the district commissioner who caned teachers in Kagera region. Following these rapid responses, HakiElimu received positive feedback as well as direct phone calls in appreciation of the action taken to bring the matter to the attention of the public.

4.3.2 Budget analysis for quality education

In 2009, two budget analyses ware conducted. The first was the pre-vote budget brief for the Ministry of Education using the MTEF and the executive budget proposal. The brief was disseminated to MPs and used on the floor of parliament during the education budget debate. PAA also published this as a full-page press release in three newspapers. It was also covered in articles by various other newspapers. The second was a post-budget brief containing analysis of the enacted budget and was disseminated to partners. PAA will use the post-budget brief to inform shadow budget items for fiscal year 2010/11 that are to be formed in February 2010.

As part of monitoring the education budget, PAA produced a brief from the 2009 Public Expenditure Tracking Survey (PETS) commissioned by the Ministry of Education and Vocational Training (MoEVT) and conducted its own PETS on the capitation grant in two schools in Hai district. The MoEVT PETS brief and Hai PETS report were used for advocacy at a press conference held at HakiElimu to inform the government and public on the findings and recommendations.

During the Hai PETS, ten Friends of Education were trained on the methodology and involved in the field survey process. This equipped Friends with practical skills on PETS methodology so that they

owned the entire PETS process and is able to conduct their own PETS, prepare their findings, and hold the government to account. CHADEMA in Hai congratulated HakiElimu on the work and said they would use the results during the general election in 2010.

PAA engaged with the International Budget Partnership (IBP) to complete the Open Budget Questionnaire (OBQ). Partnership was enhanced with the Centre for Social Accountability where one staff was trained on the fundamentals of social accountability monitoring (SAM), and with Rede de Criança where one staff attended the dialogue on children's budgets and accountability in Maputo. Through the SAM training, PAA will collaborate with CE in monitoring PEDP II and SEDP in 2010.

With coordination with the CE, PAA participated in four Friends of Education meetings in Sumbawanga, Kigoma, Lindi, and Morogoro where PAA staff trained Friends of Education on understanding the budget processes, budget structures, PETS, advocacy issues, and tools for monitoring government promises. PAA also worked with CE to pilot PEDP monitoring tools and contributed in re-shaping the tools for 2010.

4.3.3 Monitoring Government Promises

Compilation, publishing, and dissemination of government promises and directives to the public has proven to be a useful advocacy strategy in informing citizens on what the government has promised to do. In 2009, PAA published two sets of Government Promises (January-June and July-December) in English and Swahili, and 7,000 copies for each set were printed.

We also conducted a follow-up of the implementation of these promises in seven regions, Dar es Salaam, Tanga, Singida, Shinyanga, Manyara, Coast, and Lindi. The exercise determined the extent to which these promises are implemented and the challenges encountered in implementing them. The follow-up was on a few selected promises related to education, good governance, and democracy. The report indicates that at least 70% of the selected promises were implemented and the rest were either inadequately or not implemented at all. The report also notes challenges encountered such as misinterpretation of government statements by implementers resulting in failure or poor implementation; inadequate resources for effective implementation; contradictions between promises/directives against written laws; and absence of a follow-up mechanism on how the promises have been implemented. Preparation and printing of the study report is in progress.

To ensure that citizens effectively participate in monitoring the implementation of these promises, PAA in collaboration with CE, started educating Friends on government promises and the need for them to effectively engage in following up to hold the government to account. About 40 Friends were trained on how they could effectively engage at the local level.

In addition government promises were monitored via parliamentary proceedings (Hansards) for three parliamentary sessions; March, June-July, and October 2009. Key issues concerning the education sector were documented and a report produced. Government promises were extracted and combined with promises compiled from newspapers to form a single document titled Government Promises: July-December 2009.

4.3.4 Other activities

PAA printed six working papers, totaling 23,000 copies. In future PAA will write these working papers during the first two quarters of each year and encourage other staff of the organization to also write PAA has expanded collaboration with upcountry NGOs coalitions whereby strategies have been learnt to help improve education provision at the local level. PAA staff visited five NGOs in Tabora region including the Millennium Village, ABLAMA ethics, JIDA, the Tabora Development Trust Fund – TDTF, the Polio Survival Trust Fund, and MWEDO in Arusha. Several experiences were learnt, particularly on how to work better with local communities. In this way HakiElimu has established permanent contact with such institutions necessary for information sharing in an effort to widen HakiElimu advocacy.

Challenges:

The major challenge has been accessing documents from the government. Obtaining documents from MoEVT took a long time which delayed the completion of some activities.

Conclusion and way forward

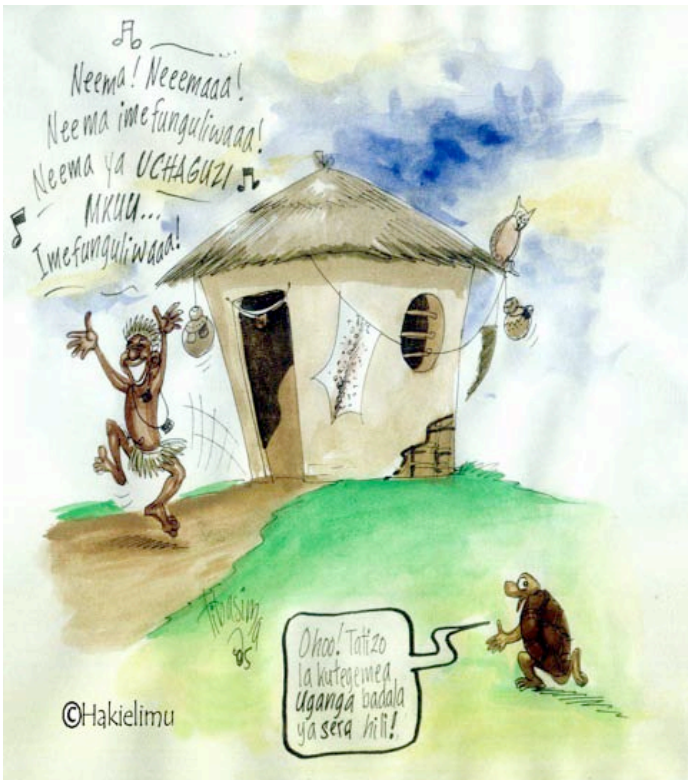
PAA's work on the sub-national level with Local Government Authorities (LGAs) continues to prove fruitful. Incorporating local officials into budget trainings and research not only nourishes trust and symbiosis between HakiElimu and LGAs but also meets the officials' own demands for increased capacities particularly surrounding budget expertise. Such capacity building is allowing them to address one of the greatest problems at the district level—record-keeping and information sharing. Awareness and skills of this type are the most powerful tools in ensuring that education funds such as capitation and development grants are used appropriately, meaning that they are executed, indeed employed in the education sector, and fully transferred to schools—all areas that are historically prevalent points of leakage. PAA's work at this level will continue into the following year as it proves to offer a form of bottom-up accountability from school to LGA to the central government while also providing considerable progress towards the sustainability of the education sector by focusing not only on the demand for more funding for education but also on the more effective use of current funds.

Policy analysis and advocacy at the national level continues to be the key of the unit, contributing to informing people about policy and budget issues, and providing space for citizens to engage and hold the government to account. 2009 was another year whereby PAA was able to influence changes, especially on the capitation grant and PETS. With these successes, PAA intends to expand its work

in advocacy in quality education by addressing issues of teacher training and curriculum. PAA will network and collaborate with teachers' institutions and other forums to ensure that enough knowledge is disseminated and changes addressed in these two areas. With this focus, the unit is optimistic that, it will contribute a great deal towards bringing positive changes in education by 2011.

As PAA moves into 2010, these aims and lessons learned from years past will be continued forward. The 2010 advocacy strategy focusing on in-service training for teachers will guide HakiElimu as a whole in synchronized movement on a singular advocacy issue. To address the recent drastic plummet in learner outcomes, all units—whether through research and budget analysis, spots' production, publication dissemination, or citizen engagement—will contribute to a united campaign to ensure higher quality teachers in our schools. To further engage communities and government leaders, PETS results will be openly discussed in various public forums bringing together parents, teachers, Friends of Education, and district officials to provide clarification and further accountability. Meanwhile, country-wide research will be conducted on the current state of the national curriculum and its relation to learner outcomes in Tanzania. These 2010 activities and more will ensure the campaign for quality education in Tanzania is continued and results achieved.

5 Organizational Matters



5.1 Members, Board and Donor Relations

In cultivating relations for continuous support and guidance for effectiveness and accountability, one activity under the Executive Directors Office (EDO) was to increase involvement and consultation of members in the design, implementation, and assessment of program activities. As such, an AGM was held in June. The members were informed about the findings of the Action Research "Reasons that hinder women from being active participants in FoE Movement". CE has started to implement proposed recommendations and strategies from this research.

HakiElimu continued to linkup and collaborate with other CSOs which include Tanzania Gender Network Program and HakiKazi to address issues that enable more women to participate. HakiElimu's database was upgraded to facilitate recording, analyzing, and responding to daily queries we receive from Friends of Education and citizens. HakiElimu has received technical support from Social Development Network (SODNET) in Kenya through collaboration with Google.

With CE, it was discussed how to move forward with Friends of Education to ensure they take ownership of the movement and become more independent. It was suggested that HakiElimu must think about using the movement to stir up more effective campaigns which will help to speed our efforts for influencing change in the management of education and democracy in our country. This is now being done, with a focus to link Friends with other organizations, support them via networks, increase sharing of their experiences, and help them learn from each other.

Board Directors continued to provide valuable technical support, critical analysis, and feedback of HakiElimu's work. This input has been useful in increasing effectiveness and efficiency of the organization as well as enhancing the capacity of the management team through coaching and mentoring.

Two donors' meetings were held in April and September 2009. Issues discussed included monitoring and evaluation of Freeplay radios, the PEDP monitoring tool for Friends of Education, involvement of more women in the Friends of Education movement, the "Citizen's Guide to Understanding the Budget

Process in Tanzania," and the SMS campaign. Through development partner's initiatives, HakiElimu staff had several opportunities to attend trainings, to improve their work in monitoring and evaluation, and to take part in study tours as well as documentation of case studies. HakiElimu continues to enjoy and appreciate this new relationship that goes beyond the provision of funds to include capacity building and technical support.

5.2 Planning, Monitoring and Reporting

HakiElimu's activities are conceptualized in the 4-year strategic plan (2008 – 2011), The annual plan is one of HakiElimu's management tools used to track annual achievements. During annual planning, highlights of major trends are outlined, impact assessments conducted, major proposed activities to be undertaken for 2010 defined, and comments made on how the annual plan contributes to the strategic plan.

The 2010 annual plan sees HakE staff working more on the alignment of strategic objectives, re-defining and re-working unit purposes, clearly defining key outputs and tasks with their definitions and indicators. The plan also incorporated lessons from the reviews, reflection processes, and studies which include the mid-term evaluation and Friends of Education evaluation. Review of 2009 and the plan for 2010 were organized and conducted. The 2009 annual retreat was held from December 14-19, 2009 in Arusha.

Three quarterly review and planning sessions were conducted. During the reviews a number of issues emerged which include: working more on unit synergy, working on challenges regarding documentation of Friends of Education case studies, improving guidelines for writing case studies, and the sustainability of the Friends movement. Other issues discussed include major survey findings to be documented for reference and meeting with media owners to negotiate reduction of prices for air time. It was suggested that contents of the journalists' training should include: ethics in journalism and the productive use of results from major surveys. The challenge on working with printers on the quality of products delivered and the need to revisit and understand the proper use of HEMIS were also discussed. All emerged issues were incorporated into the quarterly plans.

A mid-term evaluation was conducted which documented the positive and negative outcomes and changes associated with the implementation of the HakiElimu strategic program. The performance of each unit was weighed against strategic objectives. The evaluation revealed that most units performed well. Implementation challenges were documented on a unit by unit basis. Some challenges require a higher level of lobbying and coalition formation. An example of such a challenge is the TRA exemption issue.

From the review it has been concluded that HakiElimu has and still is adequately informing the public and making a difference in terms of influencing citizens and government. It can further be concluded

that the organization has enabled citizens to pressure the government and demand for its accountability. Recommendations and lessons learned were fed into the 2010 annual plan.

Programs were managed effectively, and strategic leadership and guidance provided programs with effective and efficient implementation. This strategic leadership provided programmatic and operational guidance to managers and staff, and five management team meetings were held over the last year to analyze major issues and monitor progress.

Forging alliances and strategic relationships with key external partners in government, civil societies, media, donors, and others was also done. Close relations with IDASA and IBP were developed, IBP visited HakiElimu on an exchange visit, and sponsored trainings and workshops on budget analysis in South Africa for HakiElimu staff. Staff learning and capacity development was actively promoted, and a culture of learning was nurtured. Thirty-five learning sessions were held on Thursdays on various topics such as gender, social accountability, budget analysis and health issues. Seven staff members were sponsored to undergo short-term courses, one staff was invited to attend a ToT on the Child Rights Curriculum, and two staffs were sponsored to study their Masters in the UK for a period of one year.

5.3 Human resources

Competent staff members have continued to be the core reason for HakiElimu's success. However, one Program Officer in CE resigned while the positions of Program Officer in PAA and a Monitoring and Evaluation Officer were terminated as a result of underperformance. In order to improve organization efficiency, a job evaluation was done, and proposals for a new staff structure suggested and approved by the Board. Two Program Officers in PAA, One Monitoring and Evaluation Officer, Three Program Officers in Media, one Program Officer in CE, and one Program Assistant in CE were recruited. Staff appraisals for all staff were successfully done in early November. All staff contracts ended on December 31st, 2009, and those who performed well had their contracts renewed for two years. Administration policies were reviewed to meet labour law standards, and some other areas proposed by staff were amended and approved by the Board in April. A learning session was conducted for staff by professionals from the Association of Tanzania Employers to create awareness on difficult administration policy clauses in order to ensure compliance and smooth operations.

Staff participation and engagement in all matters was emphasized. Monthly staff meetings, chaired by an elected, non-management staff member, were held, and staff continued to raise their concerns, discussed their welfare issues, and gave suggestions. The purpose of these meet meetings was to clarify misunderstandings, improve communication, and identify areas that needed improvement for the organization and individual staff. Through the criteria and budget set at these meetings, most staff were able to benefit from the staff welfare fund, i.e. through birthday cakes, payment for pressing family issues, school fees, presents for newborns, etc. In order to improve staff health and exercise culture, gym usage was promoted by hiring an aerobic trainer twice a week, and most staff participated fully in the trainings.

Staff learning is a central organizational value and is guided by HakiElimu's learning policy, which stresses personal responsibility to undertake multiple forms of learning. Weekly learning sessions have been conducted, and book clubs where staff read an assigned article and discuss it jointly in small groups were held twice each month. In another development, a number of staff were supported to undertake short courses, exchange visits, and part-time studies. Two staff members are abroad to undertake Masters-level studies in the UK. Quarterly planning and review meetings and monthly unit meetings with the ED were also used to discuss and learn more about program concepts, effectiveness, monitoring, and impact. International partnership was also strengthened through staff trainings, whilst HakiElimu also trained other international groups on how to use media. Two program officers for the Media unit were recruited and welcomed during the retreat to strengthen Media's work. Staff meetings were held every month. The meetings were of great importance to discuss staff concerns and find solutions.

The EDO office facilitates recruitment of interns as part of youth development. Over the last year, seven interns have been recruited from Mzumbe University, University of Dodoma, University of Dar es Salaam, St. Augustine University, and the Institute of Finance Management. Apart from learning, interns also contributed to the work of the organization and acquired valuable skills in the process. Interns serve in all units by rotating from one unit to another and were involved in planning, monitoring, report writing, data management, administration and management. At the end of the internship, interns claimed to have gained practical knowledge and skills which they could not have acquired from college. They also claimed that the availability of the HakE library stimulates their reading culture, and through learning sessions, they have learned a number of issues, specifically on how to conduct presentations and skills in public-speaking.

An independent survey on job evaluation was conducted, and issues emerged from the survey which includes the naming of positions and duplication of roles. Ways forward from the survey were taken into consideration and implemented.

5.4 Office environment

The office environment was maintained to provide a conducive working condition for all staff. To ensure that each staff member has access to basic equipment, management put in place a systematic review and maintenance plan of computer systems, internet, and all database systems. To improve efficiency, each staff member was provided with the required equipment, and the website was restructured to improve outside communication. Vehicles and all equipment and assets of HakiElimu were well maintained to ensure efficiency and accountability. The inside and outside environment was well maintained to provide comfort, security, and to avoid harm to the environment.

Monthly administration reports continued to be the key tool in generating valuable information for the effective management of vehicles, machines, and other utilities such as water, electricity, and telephones, which allowed early identification of problems and monitoring of costs and efficiency.

However the challenge is the limited space compared with the increased number of staff and interns. In 2010, management is looking into the possibility of ways to rearrange the seating arrangements or possibly extending the building.

Standard and sub-policies for effective ICT use were established, documented, promoted, and implemented. Over the last year, the local area network was maintained and functioned effectively. However, a few issues arose which included a high workload on the server that sometimes slowed the operation. Data restoration, file security, and a full system backup was carried out on both servers for disaster recovery. Internet and email services were maintained in which there was a stable and reliable internet throughout the year. An ISA server was introduced to help filter bandwidth usage, and laptops and desktop computers were serviced and maintained for efficient use. Over the last year, 36 pieces were cleaned, and 10 pieces repaired. Basic computer and Microsoft Office trainings were conducted to staff which included MS Word 2007, Excel 2007, and PowerPoint 2007. Sixty percent of staff were trained on MS Office and general PC usage. HakiElimu's telecommunication systems were updated and maintained for cost effectiveness. Continuous support was provided to users for effectively identifying and utilizing HakiElimu's selected software. ARUTI training was conducted to administration staff. HakiElimu's website was regularly updated, maintained, and available at all times.

5.5 Financial Management

During 2009, management continued to emphasize quality, efficiency, cost effectiveness, value for money, and accountability in managing funds and reporting. The fundamental role of the Finance unit has always been to strive for the highest levels of financial standards and accountability, where it recognizes that the unit is entrusted by HakiElimu to be responsible and effective stewards of resources and assets.

On the part of donor partners, all adhered to their commitments. However, in late 2009, slight changes developed in which the Department for International Development (DfID) decided to continue funding HakiElimu but through KPMG, and therefore formalities for entering new agreements with KPMG were finalized. During the year, HakiElimu continued to demonstrate value for money and high impact in relation to budget implementation. The updated financial and administrative systems/policies ensure confidence in the integrity of financial management, which was verified by an independent reputable auditing firm, Horwath Tanzania, which issued a clean report for HakiElimu 2009 accounts and financial statements that give a true and fair view of the state of affairs as of December 31st 2009.

The process of HakiElimu receiving the Tanzania Revenue Authority Commissioner's ruling that it is a charitable organization as per requirement under Income Tax Act, 2004 Sec. 131, is still a challenge. A proposal to engage a lawyer and a tax expert will be seriously worked on during the first half of 2010.

6 conclusion



The year 2009, saw increased in quality and frequency of coverage of education issues in media as a good sign for getting quality education to the top of the national agenda. This was achieved through the support and partnership with journalists by investigating and writing on education issues which resulted into increased public awareness and debate on issues affecting delivery of quality education in Tanzania. Media programs continued to create space for public debate and discussion around education, democracy and public service delivery.

While there has been increase in quality and frequency of coverage of education issues, there is still a big challenge in reaching people in the remote areas. HakiElimu will continue to train and support journalists in order to improve investigative journalism in the country, but also to ensure deep and critical analysis of budget and education issues and wider coverage to reach more citizens. More citizens will be informed by the use of community radio and Television stations which proved to be more cost effective and accessible to rural areas.

Information Access made expansion of information services to people with visual disabilities; with the aim of ensuring that more people with visual disabilities also have the opportunity to enjoy reading HakiElimu publications and access other relevant information. IA will continue to inform the citizens through improved provocative, informative and truly popular publications, and encourage people to read. Friends of Education will be facilitated to establish more community libraries and revitalize reading culture among ordinary citizens, but also use HakiElimu's publications to bring change in education and democracy in their communities. Although there is an increase in printing and production costs, HakiElimu will employ other creative strategies to facilitate work of informing citizens through simplified materials. Young artists will be encouraged to participate in the design and participating in developing popular publications. .

There are strong evidences that Friends of Education movement is growing, and that the Friends of Education by themselves are getting organized in groups or networks at the village, district, regional, and zonal levels. Networks and meetings have proved effective at putting Friends of Education together to share experiences, and sparked commitment and engagement of more Friends of Education on various issues essential for improving education and democracy rights from their respective communities. There is also improved relationship between Friends of Education among themselves and HakiElimu.

Few challenges regarding the movement include the movement is still dominated with male members. Women and people with disabilities are still few and therefore their voices are left behind. Many issues are being carried out by Friends without the knowledge of HakiElimu. To reach more people, HakiElimu will continue approaching regional NGOs, communicating the concept, and linking them to Friends of Education.

With the General Elections due in 2010, HakiElimu intends to collect, monitor and disseminate information on Government promises which have been collected and compiled in the past 4 years. This will help to facilitate citizens to monitor the status of promises made and be able to engage in holding their leaders to account. Budget analysis and other policy monitoring activities will be strengthened and information disseminated to key people who will be identified, so as to facilitate advocacy for change. More focus will be research and advocacy campaign in Capitation Grant (allocation and expenditure), teachers' quality of teaching and welfare, as well as curriculum issues.

Working through the Local Government Authorizes has proved to be more productive and successful. There is more room to influence change at this level through dialogue, information sharing and training. This is the area that wider impact can be realized where citizens will continue to be informed, and facilitated to understand their rights roles and responsibilities, and encourage to engage in education issues. At the same time work with LGAs leaders in understanding education policy and its implementation, budget work, accountability, governance and the importance of community participation. Through partnership and collaboration with local area networks and CSOs, HakiElimu will expand its work at the district and village level through research, information, advocacy sharing and training in order to provide space for citizens to take action for change.

HakiElimu believes that democracy emphasizes access to information, a voice for citizens and accountability measures and mechanisms. In addition, it is concerned with the outcomes, This is why HakiElimu's work is focused on providing space for ordinary citizens through information sharing, educating and simulate active and vigorous debate among ordinary citizens. Deepening democracy so that it can deliver tangible improvements in people's lives through provision of quality education for all, is one of the strategies of this organization.

HakiElimu's approach will continue to involve partnering with ordinary citizens through the Friends of Education Movement, and the community at large, other CSOs and institutions that supports this mandate. HakiElimu will continue fostering substantive, sustained interactions between citizens and public officials. At the same time, strategically linking with intermediary institutions like members of parliament and other government officials to channel the key agenda and issues that need to be addressed in relation to provision of democracy and quality education.

7 financial statements

Horwath Tanzania
Certified Public Accountants in Public Practice
13 Zanaki Street,
2nd Floor, Osman Towers,
P.O. Box 22731,
Dar es Salaam, Tanzania.
Office: +255.22.211.5251-3
Fax: +255.22.213.0519
audit@horwath-tz.com

REPORT OF THE INDEPENDENT AUDITORS

TO THE MEMBERS OF HAKIELIMU

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

We have audited the accompanying financial statements of HakiElimu which comprise the balance sheet as at 31 December 2009, the statement of comprehensive income, statement of changes in equity and statement of cash flow for the year then ended, and a summary of significant accounting policies and other explanatory notes. These are set out on pages 7 to 20.

Directors' responsibility for the financial statements

As described in page 4, the company's directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and with the requirements of the Tanzanian Companies Act 2002. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

(Continued – Page 6)

Horwath Tanzania

REPORT OF THE INDEPENDENT AUDITORS

TO THE MEMBERS OF HAKIELIMU (Continued from page 5)

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

Opinion

In our opinion, the financial statements give a true and fair view of the state of affairs of the Company as at 31 December 2009 and of its surplus and cash flows for the year then ended in accordance with the International Financial Reporting Standards and comply with the Companies Act 2002.

Report on other legal and regulatory requirements

This report, including the opinion, has been prepared for, and only for, the company's members as a body in accordance with the Tanzanian Companies Act 2002 and for no other purposes.

Horwath Tanzania

Horwath Tanzania

Signed by Christopher Msuya

Date: 29 April 2010

HakiElimu

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2009

	Notes	2009 (Tzs.000)	2008 (Tzs.000)
Revenue			
Revenue Grants	2	2,421,799	1,753,725
Release of capital grant	7	112,555	125,844
Release of deferred grant	8	1,056,252	754,354
Other partners contribution and reimbursements		6,254	17,885
Interest income		33,192	44,432
Foreign exchange gain		121,195	68,621
Other income		-	4,000
Total		3,751,247	2,768,861
Expenditure			
Media		835,017	681,759
Information access		1,154,723	611,350
Citizen engagement		196,539	158,605
Policy analysis and advocacy		272,092	220,900
Governance, Monitoring and Evaluation		178,001	158,322
Program and support staff		873,030	662,175
Running costs		123,036	132,021
Depreciation		112,555	125,844
Loss on exchange		-	-
Total		3,744,993	2,750,976
Surplus for the year	3	6,254	17,885

Notes on pages 11 to 20 form part of these financial statements.
Auditors' report – pages 5-6

Page 7

HakiElimu

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

17. BUDGETS AND ACTUAL EXPENDITURE COMPARISON

Account description	Budget TZS '000	Actual TZS '000	Actual/Budget %
1.1 Media			
Major media surveys	33,300	35,061	105
Immediate media surveys in 20 districts	25,010	24,767	99
Tips sharing and training of journalists	11,843	12,317	104
Sponsoring one show weekly	120,300	103,348	86
Media spots production and broadcast	475,100	467,131	98
Film production and broadcast	27,856	17,894	64
SMS	17,300	15,176	88
Billboards	67,500	67,486	100
Friends profiles published for TV/radio program	9,800	7,258	74
Youth press clubs	26,135	31,279	120
Coverage for press conference and launches	2,000	4,682	234
Media queries responded	-	1,020	-
Newspapers purchase	2,160	3,102	68
Paper rims purchased	350	290	83
Media monitoring of HAKE themes	18,000	5,268	29
Technical assistance	36,160	38,938	108
	872,814	**835,017**	**96**
1.2. Information access			
Acquisition of publications	14,500	17,631	122
Visual bank	500	330	66
Twenty books club held	2,500	3,095	124
Annual library stock taking	300	300	100
Calendar 2010	65,000	35,125	54
Cartoon booklets	23,230	2,309	10
Quality of education stories	22,025	21,837	99
Popular journal of 2009-11	21,960	21,960	100
Friends voices and profiles	17,885	-	-
Copies of each title demanded	65,000	64,128	99
Newsletter Sauti ya Elimu	40,000	40	-
Education message on commercial products	43,800	37,843	86
Annual catalogue of HAKE publication	13,100	-	-
2009 HakiElimu publication catalogue	-	13,100	-
Materials systematically distributed	288,880	292,705	101
Free play radios	400,000	408,381	102
Distribution database maintained	10,000	228	2
Feedback forms processed and analysed	1,000	800	80
Freeplay radios distribution	110,000	114,206	104
Monotoring and conceptualization of HAKE Pubs	10,000	7,739	77
Public essay and drawings competition	13,000	16,008	123
Purchase of computers for disabled people	55,000	56,879	103
Competition booklet printed	42,000	36,545	87
Website maintained and usage evaluated	6,000	114	2
Technical assistance	7,160	3,420	48
	1,272,840	**1,154,723**	91

Page 17

HakiElimu
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

BUDGET AND ACTUAL EXPENDITURE COMPARISON (Continued)

Account description	Budget TZS '000	Actual TZS '000	Actual/Bdgt %
1.3. Citizen engagement			
Friends of education recruitment, recording and update	1,200	737	61
Correspondence and info kits	5,775	6,825	118
Linking friends of education with other actors	5,140	4,978	97
Friends of education concept communication	12,120	15,058	124
Monitoring tools and training	21,900	20,017	91
Friends of education monitoring	1,500	1,360	91
Monitoring tools analysis	1,800	3,290	183
Focal points	9,800	19,540	199
Practical guides	6,000	6,336	106
Capacity development	6,530	7,014	107
Zonal and annual meeting	62,000	59,415	96
Friends movements evaluation	13,320	12,342	93
Citizen in the media	12,380	13,466	109
Key forums	8,180	9,751	119
Strategic links with local government	8,345	9,500	114
Technical assistance	6,000	6,910	115
	181,990	**196,539**	**108**
1.4.Policy analysis and advocacy			
Special topics in quality education – field research	34,800	43,381	125
Position papers on quality education	10,250	7,387	72
Year 7 PEDP II implementation	10,200	10,175	100
Capacity building ordinary citizen on policy issues	16,400	15,125	92
Rapid response developed on HAKE position statements	-	30	-
Media monitored key education policy developments	2,260	2,550	113
Liaison collaborate with resource for education	2,550	3,941	155
HAKE advocacy strategy	2,000	-	-
Budget analysis for quality basic education	12,340	16,056	130
Work collaboration with int'l partners enhance budget analysis	9,180	15,200	166
Facilitate friends to track resources	17,650	17,896	101
Compilation of government promises	17,400	21,112	121
Parliamentary proceedings monitoring	10,145	2,927	29
Weekly HAKE op – eds column	-	1,000	-
Working papers	31,900	21,927	69
Strategic support to coalitions	21,035	30,420	145
Information and lessons exchange with Hakielimu units	300	-	-
Communication and transport	8,380	6,287	75
Technical assistance	52,800	53,732	102
Staff capabilities developed	2,720	2,946	108
	262,310	**272,092**	**104**

HakiElimu

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

BUDGET AND ACTUAL EXPENDITURE COMPARISON (Continued)

Account description	Budget TZS '000	Actual TZS '000	Actual/Bdgt %
1.5. Governance, monitoring and evaluation			
Annual General Meeting	385	280	73
Board of directors fees and refreshments	7,131	3,378	47
Donor meetings	200	67	34
Annual retreat	35,195	34,055	97
Quarterly planning and review meeting	300	372	124
Annual narrative report printing	4,000	5,039	126
Field visit for learning	22,400	26,975	120
Independent surveys/assessments	6,000	8,615	144
Management retreat	1,750	170	10
Management strategic meeting with ED	1,470	1,721	117
Learning sessions and transport allowance	400	370	93
Training and organizational development	70,600	80,370	114
Youth development and internship	9,000	6,789	75
External financial audit	8,000	9,800	123
	166,831	**178,001**	**107**
2. Staff costs and benefits			
Salaries and allowances	630,353	665,320	106
Staff recruitment	5,480	4,618	84
Health insurance and staff lunch	48,224	48,224	100
Staff welfare fund	16,000	16,000	100
Miscellaneous staff costs	3,524	4,195	119
Staff lunch	21,120	20,865	99
Net salary control account	-	5,334	-
Staff loan account	-	27	-
Group personal accident comprehensive	2,250	1,963	87
Staff informed about HIV aids, gender	160	90	56
PPF employers contribution	88,691	106,394	120
	815,802	**873,030**	**107**
3. Equipment			
Motor vehicles	-	21,939	-
Computer equipment and accessories	18,978	16,333	86
Photocopiers and other equipment	12,000	10,951	91
Furniture	2,500	-	-
	33,478	**49,223**	**147**

HakiElimu

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

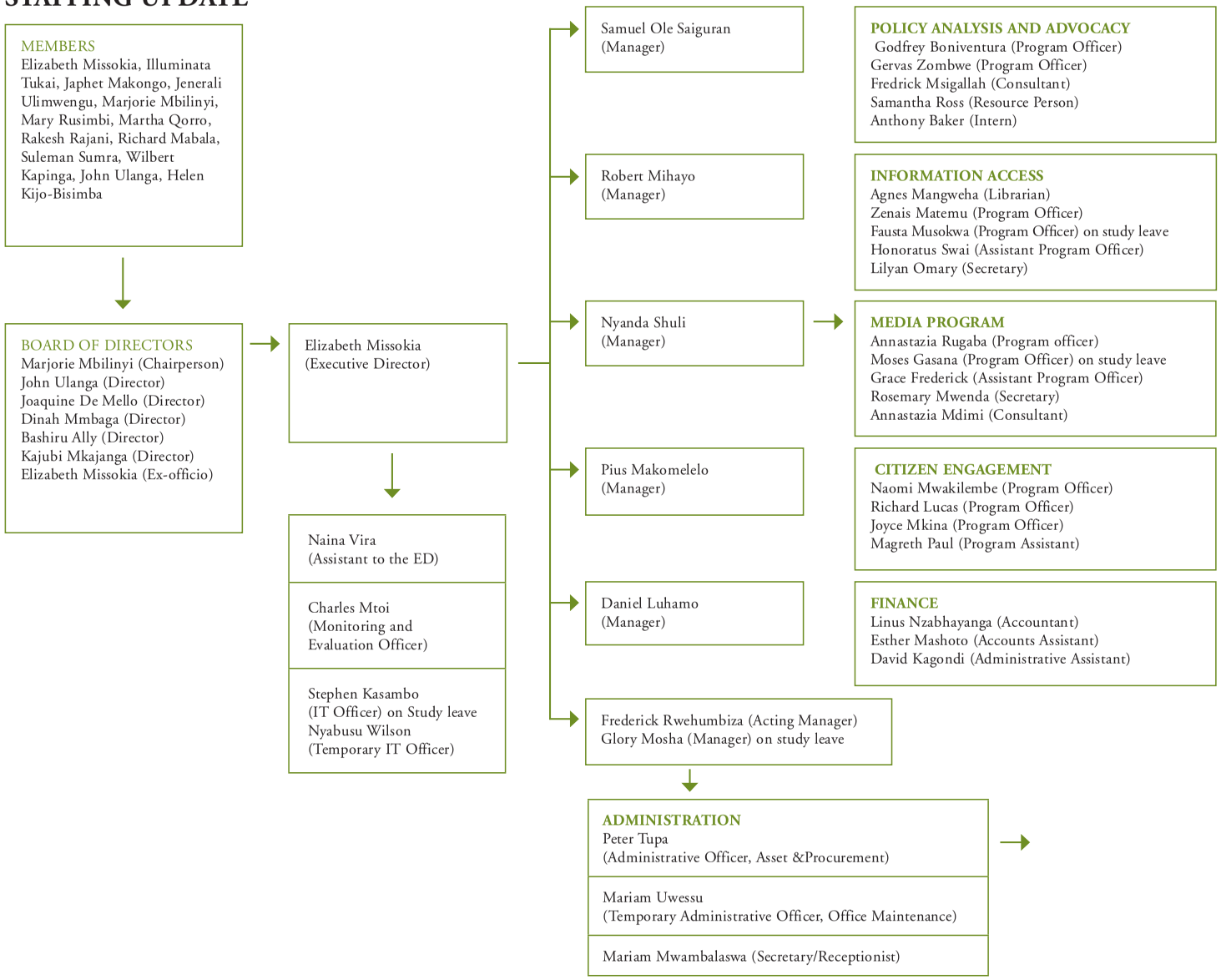
BUDGET AND ACTUAL EXPENDITURE COMPARISON (Continued)

Account description	Budget TZS '000	Actual TZS '000	Actual/Bdgt %
4. Program running costs			
Repairs and maintenance building, utilities and environment	5,050	2,512	50
Security and cleaning services	48,386	38,077	79
Equipment maintained	12,840	5,878	46
Communication costs	44,080	35,261	80
Reliable water supply	2,680	1,802	67
Reliable electricity	10,180	7,822	77
Tea, coffee and drinking water	5,326	4,142	78
Office supplies and stationery	7,509	7,879	105
Vehicle running costs	15,858	13,355	84
HakiElimu publications display and distributed at the reception	600	585	97
Bank charges	5,062	5,723	113
	157,571	**123,036**	**78**
5. Unanticipated contingency	**18,415**	-	-
GRANT TOTAL EXPENDITURE	**3,782,051**	**3,681,661**	**97**

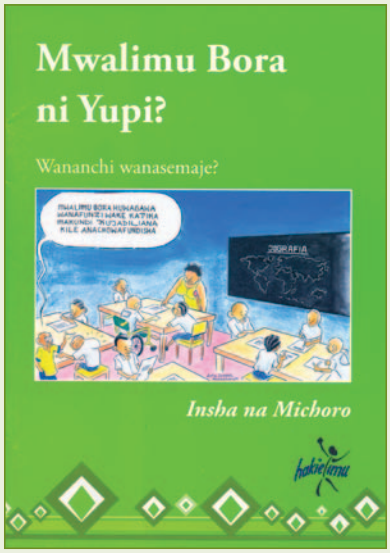
Auditors' report – pages 5-6

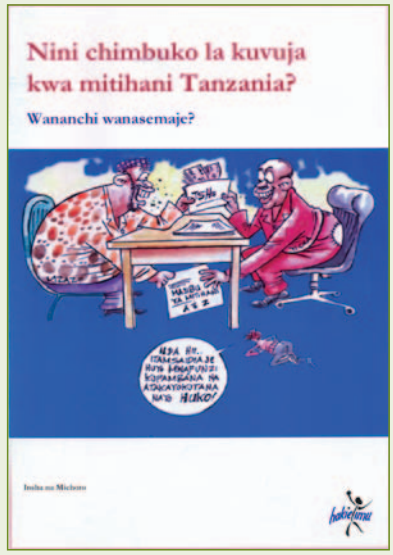
8 Organogram

Report No. 06
STAFFING UPDATE

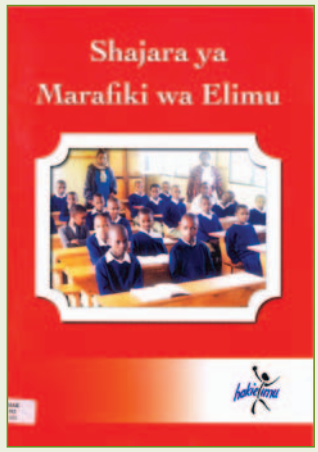


HakiElimu works to realize equity, quality, human rights and democracy in education by facilitating communities to transform schools and influence policy making, stimulating imaginative public dialogue and organizing for change, conducting critical research, policy analysis and advocacy, and collaborating with partners to advance common interests and social justice.









Plot 739, Mathuradas Street • Upanga
PO Box 79401 • Dar es Salaam • Tanzania
Tel. (255 22) 2151852/3 • Fax (255 22) 2152449
info@hakielimu.org • www.hakielimu.org