ANNUAL REPORT 2013



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A NOTE FROM THE EXECUTIVE DIRECTOR



"All children are in school and actively learning, citizens are actively participating in the learning of the children and holding the government to account; and finaly seeing the government responding to peoples' demands and improving the quality of learning"

Although this is only the second year of the 2012-2016 Strategic Programme, HakiElimu's work and investment has led to significant changes, more specifically in 42 primary schools supported by the programme. HakiElimu's advocacy campaigns have stimulated wide debate on education in Parliament and among citizens, especially on issues of quality of curriculum and books, ECD policy and financing and many more.

We have a lot to celebrate, including the support from our donors and the ever hard working and outstanding team of staff who tirelessly worked hard in a very challenging environment. This included inavailability of data and information, lack of public awareness on education policy and programmes, the dissatisfaction and lack of motivation among teachers and other government officials at the Local Gogernment Authority and village level as well as loss of hope and faith by citizens on the deterioration of education quality. All these provide a very unconducive working environment where a lot of wisdom and patience is needed while working. The HakiElimu team travelled across Tanzania, creating awareness, conducting research and training, mobilising communities and advocating for change. Despite the daunting challenges we are facing in crafting strategies and searching for funds to see that *"all children are in school and actively learning, citizens are actively participating in the learning of the children and holding the government to account; and finally seeing the government responding to peoples' demands and improving the quality of learning"*, our ambitious dream looks bright.

While we remain very positive and optimistic, as more Tanzanians are now speaking out and asking questions, demanding for quality services and outcomes in education, we also understand that, the realisation of this dream might take several more years and investment.

Some of the biggest questions and worries are whether the Tanzanian Government is investing enough in education, both financially and technically. There are good plans in place, and the goals are clear: *"achieving quality education for all."* However, sometimes it is very confusing to determine whether, as a country, we know our right way to realising these goals. But even more scary is, whether we know the type of education we want for our children .

The issue of having quality education frequently attracts discussions on questions like how much the country invests in financing the sector, but also whether the money is effectively put in use? "Funding" always has multiplying effects on both accessibility and quality of any intended service, including education. However, looking at PEDP, SEDP and even the current "Big Results Now" plan which in the education context can be translated to mean a willingness toward equal and quality education which are unfortunately also hampered by the government's lack of financing habits in the sector.

For the last five years, the investment graph line of the sector has been decreasing. While it reads 20% of the total national budget in 2008/09, it dropped to 18% in 2010/11 and slipped further to 16.7% in the fiscal year 2012/13. Recurrent and development expenditure has also sometimes been unbalanced. In 2010/2011 for example, Tsh 199 billion was set for site development while Tsh 1,845 billion for recurrent expenditure and Tsh 232 billion were for investment and Tsh 2,050 billion were for recurrent in 2012/13. This implies that Tanzania invests only 10 -11% of the entire education budget in development while a whopping 90% of the budget goes for recurrent expenditure: which is clearly very unbalanced. Investment needs discipline and principles, the ratio between recurrent and development expenditure needs to balance. This is unlike our neighbours, Kenya and Uganda who are allocating between 20 -25% of their education budget to development expenditure.

Tanzania is also showing weaknesses in implementation of its plans. For example PEDP and SEDP II could not attain their respective targets due to under-spending and underfunding. According to HakiElimu's PETs, as well as that of MOEVT, only about 45 – 68% of the capitation grants reached schools every year. During the five years of implementing the plans, only 6,800 classrooms were built instead of the targeted 45,000 classrooms. Moreover, only 4,700 teachers' houses out of 89,000 houses were built and only 3,200 pit latrines out of 127,950 were constructed.

However, what seems strange is the fact that Tanzania still heavily depends on donor funds to finance development expenditure. Budget reports show that in 2010/11 only Tsh 59.2 billion came from domestic revenue while Tsh 139.8 billion came from donors' contributions. In 2011/12 around Tsh 71 billion came from domestic and the Tsh 161 billion from donors as directed towards financing development budget. The major challenge with this high dependence is when donors fall short of their promises and fail to fully support 40- 50% of their committment. This will definetely affect investments plans and which will in turn affect implementation of plans.

Of late, Tanzania has been witnessing a drop in the quality of education, despite both PEDP and SEDP explicitly stating the improvement of the quality of education as their main objective. Several factors contribute to the current state of education in Tanzania. While there is no doubt that it is most difficult to measure, the most obvious challenge facing the education sector in Tanzania is the lack of innovative thinking on how to improve the quality of education. Formulaic efforts such as training more teachers and building more schools and classrooms have not resulted in the desired changes in quality.

In 2008, HakiElimu research drew attention to the fact that the money going into the education sector, does not facilitate the country to achieve the desired results in terms of actual learning. Thus, at the time, HakiElimu conducted tests to assess the English and Kiswahili competencies of primary and secondary school learners. An excerpt

1. HakiElimu (2008): pg 33

from the report noted:

"Overall, data show that while children's Kiswahili language competencies are generally well developed, English language competencies are poorly developed in both primary and secondary school students. Students had difficulty in reading, writing and translating the language. This is particularly troublesome in case of secondary school students. On entering secondary schools, children not only have to relearn all the terms and concepts in a new language but also to take on a more difficult set of subjects. If the majority of the students in secondary schools are unable to read and understand the language in which they are taught, as our data show, it is difficult to see how their learning can be enhanced. [1]These findings have been corroborated in recent years, by *Uwezo*, which since 2010 has annually been undertaking a similar assessment exercise.

Over the past decade, however, government investment in education has consistently and disproportionately focused on 'inputs,' as if learning will automatically happen provided there is a teacher, a book, a classroom and pupils/students in one place.

But the drop in the quality of education is also contributed by poor investment in early years of learning. While pre-primary education is emphasised, Tanzania has not wisely and adequately invested in the quality of teachers, teaching and learning materials, classroom environment as well as care for children, up to the first four years of primary level. Most of primary schools, pay little attention to children and their learning in pre-primary level; hence contributing to poor performance at the primary and secondary education levels. High quality early childhood education represents one of the best investments our country can make. Research shows that providing a high quality education for children before they turn five yields significant long-term benefits. Other studies, show similar results, that children in quality preschool programmes are less likely to repeat grades, need special education, or get into future trouble with the law. Early childhood education makes good economic sense, as well. Unfortunately, Tanzania is far from realising this potential and is clearly one of the areas where Tanzania has gone wrong and needs greater awareness, political will and push to make it happen by transitioning it from policy to financing.

To make that happen, there is a need for citizen engagement, stronger will for accountability and wise investment. HakiElimu's theory of change is based on the idea that by conducting research and analysis, and working with media, Friends of Education, Members of Parliament, local government and school authorities we can, together, generate public pressure on the authorities that have power to bring change. These include the President, Prime Minister, Ministries of Education and Finance and the Prime Minister's Office and Local Government, towards better prioritization and use of resources in the education sector, and adoption of more effective strategies that will help to improve learner capabilities, skills and aptitudes.

This is why we continue to make strategic noise, create awareness, mobilise community participation, lobby and advocate for change.

ABBREVIATIONS

BEG	Budget Working Group
BRN	Big Results Now
CSO	Civil Society Organization
DEO	District Education Officer
DPs	Development Partners
ECD	Early Childhood Development
EJAT	Excellence in Journalism Awards Tanzania
ETP	Education and Training Policy
KKK	*Kusoma Kuandika na Kuhesabu*
LGA	Local Government Authority
LHRC	Legal and Human Right Centre
MP	Member of Parliament
MOEVT	Ministry of Education and Vocational Training
OBI	Open Budget Index
OGP	Open Government Partnership
PAC	Public Accounts Committee
PCCB	Prevention and Combating of Corruption Bureau
PEDP	Primary Education Development Programme
PETS	Public Expenditure Tracking Survey
RC	Regional Commissioner
SAM	Social Accountability Monitoring
SEDP	Secondary Education Development Programme
TGNP	Tanzania Gender and Networking Programme
WEC	Ward Executive Council

PROGRESS REPORT 2013

HakiElimu strategy builds around facilitating community engagement in transforming schools and influencing policy making and practices, providing space for citizens to engage, stimulating imaginative dialogue and collaborating with partners to advance participation, accountability, transparency and social justice. HakiElimu strives to remind the government to be more accountable by making sure that every school aged child, regardless of geographical position, religion, gender or economic status, should be able to realise their full potential, of the "Rights to Quality Basic Education".

In 2012, the focus of the programme was on defining our programme strategy, refining it through information gathering, consultations, and research. It also involved, establishing core strategies and identifying long-term partners, establishing baseline data and setting milestones to enable effective programme implementation, measuring impact as well as learning.

Advocating for good policy planning and practices, accountability, transparency, good governance and quality service delivery are some of the major activities that HakiElimu does, to push for quality basic education for all. In addition, HakiElimu supports and works with 43 pre/primary schools and 40 secondary schools in 11 districts. With the exception of Musoma district, the programme works with four pre/primary schools and four secondary schools. These districts include Musoma, Serengeti, Ukerewe, Bariadi, Tabora, Kigoma North, Kilwa, Kilosa, Arusha Rural, Iramba and Muleba. The goal is to demonstrate how learning outcomes can be achieved when there is active community participation, responsive government that is also open and accountable, but also responsive and competent teachers, when money reaches schools and is used effectively and when the government honours its promises and allocates funds as required.

HakiElimu also continues to work closely with communities and local government authorities, teachers, and Friends of Education by imparting knowledge, influence community participation, accountability and responsiveness of local leaders/teachers for the envisaged change.

In an attempt to demonstrate good practices in improving quality of learning, in schools, HakiElimu chose a *Model/strategy* that works around enhancing school and district management, teaching and the learning environment and improving learning and care for younger learners in pre primary classes and lower classes in primary schools.The Programme also works around building strong and active community participation. The model also works with school administration and District Education Officers at LGAs to improve learning in the 40 selected secondary schools.

Some of the major activities reported for 2013 include establishment and improvement of schools/community libraries, improvement of service delivery and accountability within schools and at the LGAs level through training, mentoring and coaching. Other activities include community mobilisation, empowering school committees, establishing academic school clubs and enhancing *Friends* capacity to mobilise community participation. At the national level, we conducted research, budget and policy analysis, engaged with Members of Parliament, Development Partners and other CSOs. Our advocacy campaigns targeted improvement of pre primary education from budget allocation, learning environment to access. We also directed our advocacy towards budget transparency, accountability and good governance from school to community and

government level.

Major advocacy campaigns were targeted towards pushing for finalization and approval of Early Childhood Development Policy (ECD) and Education and Training Policy (ETP). We have had successful strategic engagement with responsible government ministries (Finance and Education) offices and stimulated debate and influence positive change in ECD. For the coming year, the emphasis will be on literacy and ways to improve pedagogy for pre-primary and lower primary classes

To monitor progress of our work and lessons journals were developed and used to capture results. Stakeholders mapping was also another tactic used to measure change by each and individual stakeholder that in one way or the other participated in the programme implementation this year.

Looking ahead, 2014 and beyond will be the period for HakiElimu's continued efforts to promote quality of learning at pre primary, primary and secondary school levels; as well as learning and literacy for out-of-school children, youth and adults. More specifically HakiElimu will deepen its work in areas of local government authorities, school governance, teaching and learning (pedagogy), community participation, improvement of school environment and information sharing to facilitate achieving learners' outcomes. We believe everyone from parents to policymakers has a role to play in supporting young children. Participation will therefore be the entry point of the Programme

This report therefore highlights the strategies used to implement HakiElimu's 2013 Programme activities, results and challenges, as well as lessons and best practices. This report and Programme implementation are a result of partnership and support from Irish Aid, KPMG, Wellspring Advisors, Terre Des Hommes, and Bernard Van Leer, as well as the 83 schools, 11 districts and communities around schools and the Friends of Education who contributed funds, materials, technical and moral support.



The *Friends of Education* Movement Influencing Change



The *Friends* of Education was initiated in 2003 as a social movement of committed individuals, groups and like-minded institutions that want to make a difference in education and democracy in Tanzania. This initiative has attracted attention of people inside and outside the country. In 2013, a total of 935 *Friends* (521 male, 348 women, 66 groups, and 71 unspecified) joined the movement as new *Friends*, making a total of 37,499 *Friends* of Education (23,317 males, 13,036 women, 842 groups and 304 not specified) members from different communities in the country. However, there are almost 42,000 *Friends of Education* registered in HakiElimu's database; but only 19,000 are considered to be active or some how active. The 19,000 *Friends* are those who have confirmed their existence and declared interest to continue being in the movement; they communicate once in a while and respond to communications from HakiElimu, as well as acknowledge receiving HakiElimu's publications. 1,000 *Friends* are known as Focal (active) Friends of Education. These are Friends who have regular communication with HakiElimu and do activities at school and community level. These are the Few Champions that support advocacy campaigns of the organisation as well as push for quality service delivery, equal access, transparency, accountability and community participation from school, community to district and sometimes national level.

Prior to 2008, most people who were recruited to join the movement did their activism activities on individual basis, with very few who worked in groups. While this was one of the objectives and accomplished several successes, the main objective of forming a movement across Tanzania was very far from being realised. Based on the actvities done by and with *Friends* throughout the years and challenges encounted, joining efforts and working in groups or coallitions was inevitable. HakiElimu saw the importance of uniting *Friends* to form a stronger movement across communities, districts and regions, in order to have stronger voices for influencing change in education and democracy. An expanded and a united movement is anticipated to have the ability and power to influence positive change for quality and sustainable results in future through a coordinated and stronger social movement.

While HakiElimu is supporting some *Friends* to form coalitions, there were some individual members who took the initiative to form groups on their own. Over 824 groups of *Friends* have been formed and registered as *Friends of Education* in the movement. Moreover, the *Friends* have continued organising themselves at district and regional levels. Currently there are at least four active regional coalitions and 23 at district level[2] engaging with the LGAs and the communities for change. Furthermore, their efforts have gained momentum through the support they receive from other like-minded organisations such as Policy Forum, LHRC, UWEZO-Twaweza, DARAJA, Mizeituni, Mwanza Policy Initiative, HakiKazi

2. Active regional Friends coalitions: Arusha, Dodoma, Tanga, and Manyara; District Friends Coalitions: Dodoma, Kilosa, Masasi, Mkuranga, Kilwa, Songea, Tanga, Pangani, Ukerewe, Serengeti, Tabora, Kigoma, Muleba, Shinyanga, Iramba, Simanjiro, Himo (Kilimanjaro rural), Musoma, Mpanda, Babati

Catalysit, TGNP, ADGL, KIWODE, Forum Syd, Book Aid International and many others who provide relevant information for *Friends'* campaigns, capacity building through training on engagement skills, and involvement in their activities. Through these supports the *Friends* have been able to carry out a number of engagements that have effected positive change in education.

In 2013, *Friends* coalitions in 16 districts engaged stakeholders including the LGAs in forums to discuss the state of education, and reasons for mass failure in the 2012 form four examinations. *Friends* will continue to follow up next year to see the effectiveness or implementation of these priorities set by LGAs. Issues of teachers houses, classrooms, inservice training, shortage of teachers in some schools, teachers incentives, shortage of teaching and learning materials dominated the discussions as things need to be addressed. Consequently, the *Friends'* engagement has influenced the course in some areas:

- **In Ukerewe**: Efforts of the *Friends* at Nampisi to see their primary school take-off have paid dividends. The District Council allocated funds to roof a two classroom building and allocated other funds for constructing a teacher's house. Meanwhile, the school started this year with more than 400 pupils (standard one to three).

- **In Musoma:** the *Friends* through their radio programmes, attracted the attention of the DEO and the MP and agreed to collaborate and take some action to improve performance of education in their district.

- **In Simanjiro,** the *Friends* have successfully established a goat project. The revenues received from the sale of goats are used to cater for educating children living in difficult conditions.

Community Mobilising for Improved Literacy through Community/School Libraries



The celebrated achievement in the national literacy rate of 94% in 1980's has plummeted to 69% in 2012. Since 2008 research findings from UWEZO, HakiElimu as well as data from the Ministry of Education and Vocational Training have shown an increasing trend in the number of students who are completing primary schools without the basic knowledge of reading and writing in the past two to three years. This is an alarming situation that contributes to poor performance in schools.

In finding solutions, HakiElimu has been working and supporting about 38 community libraries across the country, to promote readership and improve literacy in schools and within communities. In 2013, HakiElimu conducted TUSOME Day (Let's Read) campaign in five communities with the purpose of raising awareness on the importance of literacy in education and life; restoring reading culture among citizens and mobilising communities to build interest in the learning of their children. A monitoring visit to community libraries and schools during the year showed an increasing number of teachers,

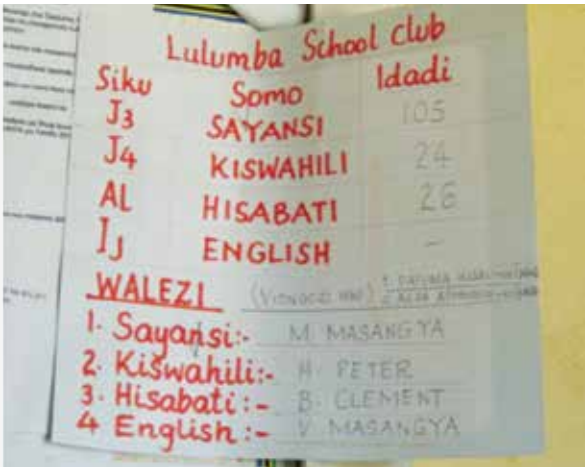
students and the citizens visiting and utilising these facilities, reviews and reports developed shows that more than 8,000 people are visiting and utilizing these libraries. Some of the teachers interviewed contend that community libraries have assisted in reducing the shortage of books which exists in their schools. In addition to that, the libraries have also helped in motivating the reading culture amongst students and increased people's space for learning and awareness on education issues including policy. Some of the teachers around community libraries agree that the libraries have contributed much in reducing the number of children without 3Rs skills. HakiElimu intends to extend this programme next year by closely linking community libraries with adult literacy programmes.

Improving Literacy through School Clubs and Support to Preschool Education

HakiElimu's strategy recognises and emphasises existence of quality pre-primary education. In recognition of the importance of early childhood education for future learning, social and economic returns, HakiElimu ran a number of programmes to establish a foundation from the policy level to the community. A campaign for allocation of funds for pre-primary education was strategically carried out through media and direct lobbying with Government officials and Members of Parliament. Head teachers, Local Government Authorities and school Committees were trained and mobilised to support improvement of pre-primary classes. The campaigns contributed to the Ministry of Education allocating funds for the sub-sector in the current fiscal year through PEDP III. We also want to acknowledge that, this is only the first step as the funds have not yet been released to schools.

All HakiElimu's Programmes in primary schools in 11 districts (43 primary schools) have supported to develop action plans for improving the teaching and learning environment for the younger children. Some schools have started by making sure that these children are given priority when it comes to allocation of classrooms and desks. The problems surrounding pre-primary classes are enormous and need a big investment and deliberate efforts to address them. In 2014, HakiElimu plans to invest more in mobilising resources to improve the teaching and learning environment, lobbying for hiring and training of teachers and collaborate with other organisations to provide inservice training for pre-primary class teachers. Parents and communities will be brought together by linking literacy programmes with ECE, because now there is already awareness on the importance of quality ECE.

School Clubs raised students Performance



Schools which work with HakiElimu, have set time for clubs, usually once or twice a week without interfering with the normal class hours. HakiElimu has supported the schools with books and science kits and trained teachers on how to establish and run school clubs. Primary schools in Arusha and Iramba districts reveal that the clubs have been useful in reducing the number of students with poor Reading, Writing and Counting (KKK) skills as well as improving overall students' performance. Every teacher was assigned with 10 pupils with poor Reading, Writing and Counting skills to assist them.

School Committees and the Citizens becoming Change Agents

Getting community/parent engagement right, takes dedicated and continued efforts. Parents, teachers, and students alike are frequently frustrated by roadblocks to participate such as time conflicts, language barriers, lack of knowing how to engage, bureaucracy at school and LGA offices and unclear policies and procudures. School Committee Members and most of School Heads are not very conversant with their roles and responsibilities as leaders, and therefore making it very difficult to achieve quality performance, effectiveness and be accountable. To address this, HakiElimu trained 516 school committee members from 43 schools on management and leadership skills, resource mobilisation, school management, community mobilisation and participation, as well as finance and accountability issues. Issues of Policy, PEDP and ECD were also thouroughly covered. A recent school performance monitoring exercise that was conducted in 11 districts has shown some improvement in the performance of school committees compared to their performance last year. Improvements were seen in their attendance at meetings, and increased follow up on school matters. These frequent visits to schools by committee members have had on impact on improved students attendance, reducing drop outs, increasing enrolment of pre-primary class children, resolving conflicts, and in initiating income generating activities to support school feeding (in some schools) and other development programmes in schools. In Kigoma for instance, school committees in most of the schools visited were credited for contributing in raising students attendance to almost 90% compared to situation in past years. In Ukerewe, the head teacher of Murutanga had this to say on changes he noted on the school committee since the last training:

> "Since last year's training, I have noted great changes in the way my school committee members are engaging with the school administration. They have been attending the meetings more effectively than before. They have been following up on issues to understand what is going on at the school; asking whether funds such as capitation funds have been released to our account, and more importantly, this time they participated fully in developing our school plan and in sensitizing parents where necessary"
>
> said Mr. Kisika Rajabu, the head teacher of Murutanga primary school in Ukerewe

HakiElimu also trained 11 *Friends* and two LGA leaders from Babati on the fundamental skills of monitoring social accountability. Through this training, the *Friends* managed to monitor eight primary schools where some accountability weaknesses such uncompleted school buildings which were started nine or more years ago, poorly built toilets, and dilapidated classrooms which could be harzadous to both pupils and teachers were identified. The SAM briefing at district level which was also attended by the Regional Commisioner raised concerns and commitments to intervene. Also post-SAM[3] that was carried out in Nyamagana, Ilemela, and Magu districts unveiled some progress. Several success stories were found including completion of construction of the once stalled school building project due to corruption in Magu-Nyamikoma; and construction of the over delayed school toilets in Nyamagana.

3. Social Accountability Monitoring

Furthermore, HakiElimu brought together DEOs and Head Teachers from 43 primary schools and 40 secondary schools in the Programme areas to discuss the status of education in their schools, communities and strategically plan for improvement. The forum also included training in effective leadership, school management and resource mobilisation. 26 DEOs, 10 *Friends of Education,* 43 primary school head teachers, and 40 headmasters participated in the training. Preliminary findings have revealed significant change on management style with more involvement of teachers, the advisory bodies, and the communities. Schools such as Mugumu A and B in Serengeti, and others in Muleba and Arusha have also started income generating activities to finance construction of classrooms, purchase of more desks and finance school feeding programmes. HakiElimu will continue to support this innitiative to ensure more strategic and productive income generating activities to enable schools fill the gap where there is no or limited support from the government.

Voicing People's Demands



A total of 326 *Friends* and other ordinary citizens were facilitated to participate in radio and TV programmes (320 in radio, and 6 in TV programmes). During these discussions, they raised various pertinent issues in education in their communities. Among these were the poor performance of students in their final examinations, governance issues, girls' education, education budget allocations and strategies for improving school performance. The programmes attracted the attention of many people including government leaders. In one of the radio programmes in Musoma, the Musoma Municipality MP was obliged to participate and used the opportunity to clarify his contribution in implementing development activities in his contituency. Similar programmes in Musoma influenced the District Education Officer to follow up on issues raised and agreed to work with the *Friends* to address some key issues affecting education performance in the district. Likewise, the PCCB Musoma office has trained and integrated some of these *Friends* in their campaigns to fight corruption. In Ukerewe, the District Education Officer took a deliberate initiative to collaborate with *Friends* in sensitising communities to participate in education programmes by providing them with transportation. Through these efforts, *Friends* have managed to resolve critical issues that existed such as conflicts between teachers and communities in some schools.



The voices of the *Friends* have influenced change in various facets. In many parts of the country with active *Friends*, the voices of the *Friends* have alerted the local government authorities to work with communities to address shortfalls such as classrooms congestion, poor/shortage of classrooms, shortage of teachers' houses and toilets, poor attendance and truancy as well as the lack of responsibility of some leaders. The focus is to ensure people are informed, and take initiative to participate in issues related to education development. It is good to note that,

fundamental changes that result from policy implementation can be noted and verified by the people on the ground, because it is people on the ground themselves who are affected by any policy practice or change. To realise the change, feedback mechanisms that will allow the voices of the people to reach the policy makers and development agents need to be in place. It is towards this end that HakiElimu is working with Friends to build viable information sharing and feedback mechanisms.



Unlocking access to education through investigative journalism

Media investigation has been a major instrument in creating awareness, educating, stimulating debate and provoking change through HakiElimu's work. In collaboration with established media institutions HakiElimu has been carrying out media investigations and research to promote in-depth and wide coverage of education issues. Through investigative journalism, education issues from different parts of the country are raised to draw public attention and discussions, and thereby influence public support. This year, the organisation took advantage of investigative journalism in unlocking access to education in communities that craved for it.

One of such support enabled an editor from *Mwananchi* Newspaper to investigate the alleged existence of two unregistered primary schools (Ilyamchele and Mtukula Primary Schools in Namonge ward, Bukombe District). In the five stories that he filed, the editor revealed that the schools, with 2,000 pupils enrolled did not have a single teacher employed for the past 10 years. Instead, the school was managed by a few volunteers from the community. The schools did not have key facilities such as desks, toilets and textbooks thus making the school environment unattractive for more children to enroll. The coverage raised debate in Bukombe district, which pushed the District Education Officer to take action. The DEO ordered the schools closed for failure to meet the minimum required standards. Later on however, other authorities intervened calling for the re-opening of the schools on the ground that the children are better off going to 'any' school than staying at home. Meanwhile, the Bukombe District Council took the initiative to provide roofing materials for the hitherto grass-thatched schools. HakiElimu will follow up in early 2014 to see what else the Bukombe District Council will do to improve the teaching and learning environment in the schools, including the recruitment of teachers.



HakiElimu also supported four journalists to investigate the problems of teen pregnancies in Tunduru district. This was a follow up investigation to another similar investigation carried out in 2011. The investigation did reveal that girls in Tunduru are victims of early marriages because in most cases they lack parental protection and guidance. Parents, who are farmers, spend most of the time far away from their homes, because of the surrounding Selous Game Reserve. Farms

are available 15-20 kilometers away, prompting the parents to vacate their homes, leaving behind their families and especially children to take care of themselves. Such a practice has affected girls more than boys in Tunduru. The journalists published 27 stories and 9 photos in the newspapers; which were then picked up by social media, resulting in to a broad public discussion. Afterwards, the Tunduru District Council organised a crackdown exercise that helped to win 200 married girls back to school. The District Commissioner, Mr. Chande Nalicho has thus encouraged traditional and religious leaders to use their platforms to discourage early marriages.

Promoting Excellence in Journalism

Among other things, HakiElimu promotes Quality Journalism for it is a reliable approach in unearthing issues for public and policy attention and interest, and promoting best practices and ideas for change. HakiElimu has been supporting journalism awards in Tanzania to challenge journalists to improve their investigative and reporting skills. In particular, HakiElimu encourages journalists to go an extra mile in covering education stories with in-depth and critical analysis, creativity, originality and exemplary use of language and style. For four years consecutively, HakiElimu has partnered with the Media Council of Tanzania to organise the annual Excellence in Journalism Awards Tanzania (EJAT). In 2013, EJAT awarded 44 journalists from 66 nominees, whose work was considered to be top quality. Among the winners, five had received mentorship and training from HakiElimu since 2008. This is a good indication that HakiElimu's investigative journalism activities have a key contribution in promoting quality journalism in Tanzania. The award attracted 946 entries from 16 regions of Tanzania, 68 of these covered issues in education, compared to 772 entries in 2011. Evidence indicates that, the Awards have been very competitive and highly prestigious in recent years. Each media house in the country now aspires and encourages its journalists to improve-their reporting skills so as to be awarded in this competition after realising that a media house that produces many winners enhances not only its stature and credibility among the country's media fratenity but also in the public in general.

Battling the reality

With interest to present HakiElimu's perspective on a variety of education issues in Tanzania, HakiElimu resolved to produce its own TV and radio programmes that capture the voices of ordinary people, education specialists as well as anyone who is interested in making a difference in education. The programme called Tafakari Time (Moment for Reflection) has attracted a wide public interest and attention because of the approach used in presenting original footage, real situation on the ground, evidence and raising people's voices from different parts of the country. The programme also presents critical reflections and solutions on pertinent issues in education, but most importantly holding government officials to account. This year, 15 Tafakari Time programmes were broadcast on two national-wide TV stations and eight regional radio stations; covering almost every corner of the country. The programmes provided a forum for covering different issues that attracted public attention. These included:

- Alarming failure rates of pupils in the 2012 Primary Schools Leaving Examination
- Government's decision to lower pass mark in selecting students to join secondary schools
- An urge for investing in Early Childhood Education
- Historic failure rates of students in the 2012 Secondary Schools National Examinations
- Government's decision to nullify 2012 Secondary Schools National

- Examinations results to allow for standardisation and grade uplifting
- Impact of school environment on students' discipline and dreams
- Impact of teachers' lack of responsibility and what are the qualities of a great teacher
- Government decision to introduce a new grading system for secondary education

HakiElimu produced a series of programmes to extend discussions throughout the year, pointing out the challenges resulting from Government policies, budgets and decisions-and suggesting practicable solutions. It is encouraging that HakiElimu's positions have been consistent with public opinion on education; which indicates that the organization has contributed to increased public awareness-hence the support. HakiElimu has been widely credited by its supporters for being firm in openly showing the real status of education, without covering the existing challenges and how the government is not effectively addressing the challenges as it should. The Government's intervention, specifically the lowering of academic standards or pass rates was counter-productive and uncalled for. HakiElimu urged the Government to stick to professionalism and tackle the systemic problems that are to blame for the deteriorating education quality and performances. This debate was widely debated by MPs in Parliament.

Call to cut excessive failure rate

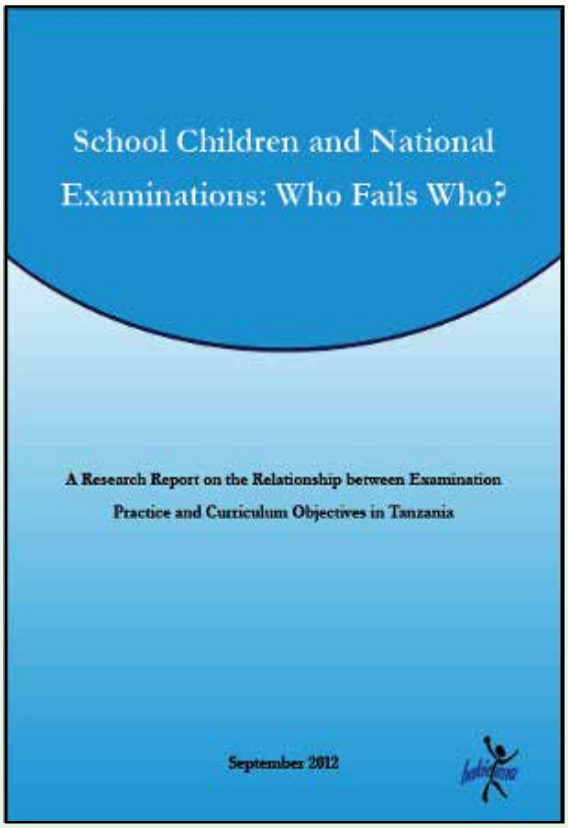
One indicator of the declining quality of education is the poor performance of students in national Standard Seven and Form 4 examinations. In the past three years, Tanzania has been experiencing massive failures in these exams. In 2012, about 70 per cent of pupils did not Score above 100 marks out of 250 in the Primary Examinations Leaving Examination. Likewise, 57 per cent of pupils did not pass the national secondary examination in the same year. Based on this alarming scenario, HakiElimu launched a *Tokomeza Ziro* campaign, (Eradicate Zeros -Stop the Mass Failures!); calling upon all stakeholders, parents, students, teachers and the Government to play their part to improve education. The campaign messages were produced in various formats such as media spots, press statements, articles in newspapers, in-depth analyses, topical publications and banners. The messages were meant to attract social activists, educationists, students, teachers and journalists to join the campaign.

Six media spots were produced and broadcast in 11,072 minutes of airtime on two national-wide TV stations; one national-wide radio station and eight regional/zonal radio stations. The campaign was amplified by a group of 12 top Tanzania's Bongo-Flavor artistes, who collaborated with HakiElimu to produce an advocacy song and take the message throughout the country. The song was uploaded on 11 local music blogs and websites, and was greeted with commendable airtime in 10 regional radio stations, and five national-wide radio stations. The selected group of Artists has vowed to extend the campaign next year by fundraising to address some of the critical issues in schools around the country. They will also design a campaign to advocate for change in policy and attitudes towards quality education.

In supporting *Tokomeza Ziro* campaign, seven press statements were developed and disseminated, 15 different publications developed, of which 6 were distributed (132,824) copies and 289,801 downloads from HakiElimu's website. Other forms of messaging and advocacy included 34 weekly OpEd articles in a leading newspaper, *Mwananchi* and four banners with policy and strategic messages to the Parliament. These jointly contributed to making HakiElimu's voice, message and position quite audible, visible and highly differentiated. Towards the end of the year, the Ministry of Education extended an invitation to HakiElimu to discuss issues raised in the campaign and pledged to take recommendations from the organisation. HakiElimu will closely follow up from early 2014 to see how the discussions will unfold.

Research findings bring "Big Minds" to Similar Opinion

HakiElimu considers research work and policy analysis to be among the powerful tools of advocacy. Through research, HakiElimu was able to produce strong evidence-based opinions and recommendations on how to improve the quality of basic education in Tanzania, but also in influence government to react or respond to questions. The 2013 Research work was designed with the objectives of unfolding three major challenges; around issues of teaching and learning environment, Education and Training Policy (ETP) and Early Child Development Policy (ECD).





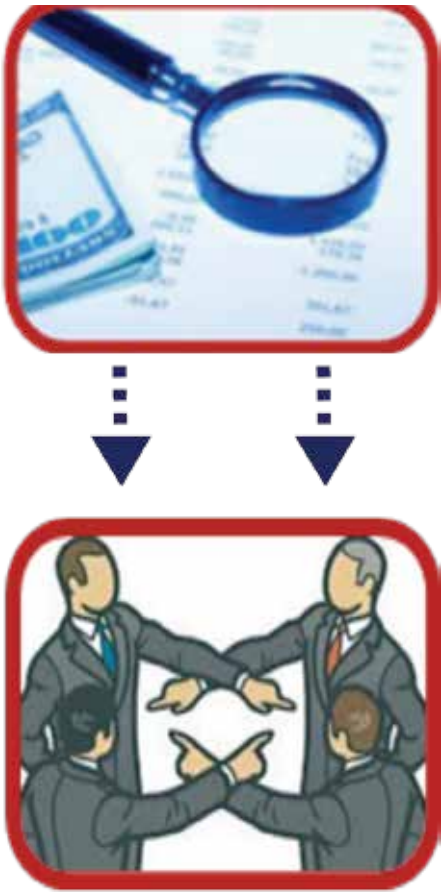


One of the field researches carried out, looked at the effectiveness of curriculum and the need for improved education policies. Some of the findings, included defective curriculum and unclear outdated policies as contributors to poor performance of the education sector. When the findings were shared to the public, they caught public attention, but also contributed to raising a heated debate in the 5th Parliament meeting in January 2013. The first MP who raised critical issues was Hon. James Mbatia (MP) who argued that the extant curriculum is defective and contributes to substandard teaching and hence poor contents and results. Hon. Mbatia also raised the issue of poor quality of books and how they affect learning. Mbatia received overwhelming support from the majority of MPs including former Prime Minister, Hon. Edward Lowassa, and later by President Jakaya Kikwete himself who ordered the Ministry to amend and update all outdated curriculum and directives. The Education Ministry has uploaded the draft curriculum on its website and has opened up to the public to login and give comments and opinion for improvement. At least this is a good step and willingness to improve. However, the question remains, for how long will this go on before changes take place?

Promising elements of transparency and accountability

While good governance, transparency and accountability are fundamental components for effective and efficient service delivery within societies, in Tanzania, the level to demonstrate commitment towards that, has been minimal for many years.The level of transparency and commitment to accountability gradually are improving . This is illustrated by the government's signing of the OGP agreement in 2012 and its commitment to prepare an action plan to implement the OGP in the country.

Moreover, in 2013, for the first time the Government uploaded the budget estimates books



on its website even before they were approved by Parliament. The government has also launched a public website where information on the supply of books to schools (Change ya Rada Books) would be displayed.

HakiElimu has also witnessed the establishment of an independent institution within the President's Office, "Presidential Delivery Bureau" which will be responsible for monitoring and evaluating the sectoral "Big Result Now" (BRN) plans. These efforts serve as a few key indicators that the government is, at least in words, committed to improve accountability and transparency in public funds management.

Contributing to these changes, HakiElimu continued to campaign budget transparency for through Open Budget Survey (OBI). The 2012 OBI findings were shared with the Ministry of Finance and some Development Partners as well as LGAs and other CSOs. In this report Tanzania scored 47 which is relatively a low performance, but slightly better than the previous results by 3 points. HakiElimu produced briefs of the findings to enable a wider understanding by a larger community .

The release of the brief was followed by one to one meetings between HakiElimu and Development Partners and with Government officials. From these meetings, it was clear that, the discussions have increased awareness on the documents that the Ministry of Finance is responsible to share, as well as the packaging of those documents to meet the needs of different audiences, in terms of content and timing. The Ministry officials promised that it will commit itself to being more transparent and meet all the required standards and criteria in budget transparency. Most important to be noted is the publication of the citizen budget by the Ministry of finance which was also shared to HakiElimu for wider distribution.

Social Service Parliamentary Committe Rejects New Grading System.

Engagement at the macro level is very vital to HakiElimu's advocacy work. The Local Government Authorities, Members of Parliament on individual leave or through Parliamentary Committees, and Councilors are key stakeholders and change agents when it comes to influencing policy or budget and ensuring that plans are implemented effectively. HakiElimu does this through meetings, sharing of policy/budget analyses, research findings, campaigns and other one-to-one forums. This year we did all that, plus having a series of meetings, correspondences, formal and informal engagements with these key stakeholders to share findings, opinions and demands for action or in action where necessary.

The strategic engagement with MPs in the 13th Parliamentary meeting in November, adds to many important activities that the organisation did in 2013 to influence changes. HakiElimu's came out very strongly against recent changes in the grading system by the Ministry for education, which in the eyes of many Tanzanians was a deliberate strategy by the ministry to justify failures and deterioration of the quality of education. Lowering pass rates and recognising the grades below 30% as low pass is tantamount to saying that, "there will be no one who will fail no matter what". This is not the solution, but instead it is denying that there is a big problem that needs urgent measures to address it.

Responding to the Ministry announcement , HakiElimu released a strong press statement that opposed the changes and called on the Government to abandon that plan. HakiElimu also shared its views, reasons and positions to selected MPs and the Social Parliamentary Committee, convincing them to prevent the ministry from implementing those unjustifiable changes .

Subsequently, a strong debate rose in Parliament to the extent that the Deputy Minister for Education Philip Mulugo contradicted the statement by his Permanent Secretary. Due to this confusion, Parliament ordered the Government to withdraw the decision and gave credible explanations to the matter. However, later the Social Parliamentary Committee rejected the proposal on the grounds that the Ministry did not follow procedures and failed to justify its case. In the face of mounting pressure from the MPs, the government issued a statement on 8th November 2013 to abandon its plan to introduce Division 5.

Collective Efforts Restore POAC

HakiElimu believes in the power of collective efforts in advocacy, thus forging alliances and collaboration with other CSOs and partners is one of the main tactics used in its advocacy campaigns. That is why HakiElimu also works closely with DPs, MDAs, and LGAs whenever necessary especially in critical areas that needed joint efforts. To a great extent, the joint efforts have materialized into useful and impressive outcomes.

A case in point was related the abolition of the Public Organisations Accounts Committee (POAC) by parliament on January 2013. HakiElimu through the Budget Working Group

statement and brief that demanded the restoration of the abolished Parliamentary Committee. These documents complemented the pressure that the Speaker was getting from Members of Parliament, the Office of the Controller and Auditor General and the public to restore POAC. Though reluctantly, but in August 2013 the Speaker decided to split the Public Accounts Committee (PAC) into PAC1 and PAC2. The HakiElimu analysis shows that PAC2 was given mandate to perform the functions and roles of the abolished POAC. What mattered to HakiElimu is that POAC has been restored a beit under a different name PAC2.

Building a Strong Team for Effective Implementation of the Programme Strategy

HakiElimu continued to receive both financial and technical support to effectively implement its Programme Strategy. Some Development Partners extended their support to link HakiElimu with other funders and supporters This was also complemented by an active and effective Board that tirelessly worked with the management to ensure effective implementation of the Programme and achievement of the desired goals.

Continuous Learning sessions, one to one mentoring and coaching on programme design, management, monitorng and documentation was provided by the Office of the Executive Director to uphold the high quality of work. Staff capacity building in various fields/ disciplines resulted in improved programme management, as well as in developing case studies and reporting. Improvement in the packaging[4] of materials for dissemination[5], language use, illustrations and information alignment have been improved. Synergy within HakiElimu units has significantly improved, and this is depicted in the planning, execution of activities and reporting[6]

Areas which need improvement in the coming years include strategic selection of our audience and partners who will also champions HakiElimu's goals. We also improve the packaging and dissemination of information as well as enhance the visibility of our work for wider impact.

HakiElimu is a learning organisation and our strategy requires documenting what works, capturing as well as new concepts and approaches that may have emerged in community engagement. We will continue building the capacity of staff for effective programme management, critical analysis and identification of specific strategies that will contribute into realising HakiElimu's goals.

2014 Programme Forecast

- Priority will be towards improving learning in ECD/E and adult literacy
- Improving learning environment for pre-primary classes, playing grounds
- Advocating for ETP and ECD policy (under way)
- Research to provide annual education status for Tanzania
- Extend community/school libraries
- Documenting best practices and sharing

4. Aligning content and the audience
5. New SautiElimu January – June and July – November 2013 issues
6. Pictorial prsesentation

(BWG) developed and published a press

ANNEX I: MEDIA WORKS

Spots items broadcast	4 items broadcast as of October
Spots items produced	5 items produced as of October
Overall Spots Airtime (in minutes)	8029 minutes aired as of October 2013
No. of Friends programmes broadcast	100
No of likes on FB- HakiElimu Fan Base	9,131 total page like as of November
FB reach (number of post reached more than 10,000 people)	3 posts between August and Nov 11
FB reach (demographics)	Fans from 45 countries, 10% women, 90% men, majority group is 18-24 years
Interactivity quotient (likes, comments and shares)	2267 people engaged in 11 posts from Aug to Nov 11
No. of messages uploaded/posts	11 posts between August and November 11
No. of messages shared virally (above 50)	2 posts (1 paid , 1 non paid) between August and November 11
No. of followers on Twitter	9585 followers as of Nov 11
No. of tweets/messages shared to HakiElimu followers	2596 as of November 11
No. of hits on website	483,100 visits as of October 2013
Section receiving more hits (top 3)	Front Page, Browse Publications, Friends registration as of October 2013
No. of radio stations having played song	10 community radio, 5 national radio
No. of websites and radio stations uploaded song	9 blogs 2 music website
No. of song downloads	downloads 4,106 play- 12,405
No. of banners produced	4 banners
No. of press conferences/statements issued	2 press conf, 7 statements
No of articles published (publicity)	35
No. of earned coverage	12, attended-9
No. Items distributed	6
No. of publications distributed	132,824

No. of items downloaded	report- 34743 Poster- 30232 booklets-64,789 Briefs-160,039
Total number of downloads	289,801
No. of education stories captured	2608
No. of ed. stories shared	2608
No. of HakiElimu stories captured	84
No. of media outlets having covered education stories	12
No. of education stories on front page	65
No. of HakE stories on front page	5
No. of journalists writing education stories	55
No. of publication printed	211,200
No. of publications reprinted	17,900
Natural of publication produced	Briefs-10 Posters- 1 Booklets-2 Reports-2

STAKEHOLDERS MAPPING

Friends of Education

Frequency	Program start to see	Situation before	Observed change
000	*Friends* are raising voices Friends taking action and demands for change at community level	• Friends working in isolation • More dependant on HakiElimu • Inadequate skills for engaging with LGAs and Schools • Gender imbalance in the movement • Partial recognition of Friends to local authority and community	• Female members registration increased from 259 in 2012 to 328 in 2013 (the movement has 13,036 women of the total 37,499 Friends). • Friends actively communicating to others about the Concept of the Movement and recruit others into the movement • 23 Friends coalitions formed in 23 districts; Friends organized themselves through meetings, participate in discussion through community radio stations, extended discussions in social media (Musoma have their own Blog, which is very popular) • Coalitions are being recognized by LGAs eg Ukerewe and Muleba Friends were supported by District's Executive Director with transport facilities in order to carry out community mobilization and advocacy campaigns in education, . Due to that the District Authority tasked Friends to provide quarterly report on their community engagement activities and status of education • Friends have been monitoring school performance on their own (Nampisi, Iramba, Muleba), and shared findings with local stakeholders • Friends engage with LGA and citizen through community radios and television (Juma Okumu who played a role in influencing Education department in Musoma municipality to collaborate with Friends and MP.Sadiki Shembulu on the other hand used print media to campaign for relocation of the refused dump at Magaoni primary school premises (Tanga region).

			• Friends are coming up with their own initiatives eg Katunka (Tusome day), Kasulu (Gunda – Received donation of books from Read International 35 boxes and Book Aid International 6boxes); Sylvester Karigita (Kilwa) has made a routine to visit schools to encourage children to read books at community UYODEA library) • *Friends* have extensively involved in education matters. They conducted public forums with other stakeholders to discuss the issue of mass failure in standard seven and form four examinations and proposed some actions for improving education performance in their districts e.g. addressing teachers' parents relations, and lack of teaching and learning materials (case of Ukerewe) • They were more involvement in influencing social accountability by conducting social accountability monitoring, and providing feedback to community members and LGAs (Babati, Nyamagana, Ilemela, Ukerewe and Magu through meetings, community radio programs, letters to editors and articles in the newspapers. • *Friends'* efforts paid dividends, at Nyamikoma in Magu district a an almost collapsed school building due to below standard building materials (embezzlement of funds) was rebuilt because friends pressure:; construction of toilets for students was done at Nyamagana primary school that had no toilets e before the SAM exercise; and in Babati, the RC and the LGA agreed to follow up the progress in the 8 schools involved in the concluded SAM to improve accountability

School Committee members

Frequency	Program Start to see	Situation Before	Observed Change
	Increased level of understanding of their roles and responsibilities in 43 primary schools; Committees have started taking some actions towards improving education/ environment in their respective areas	• No training for most schools were not aware of their roles and responsibilities • They had inadequate skills of school management • Composition of committee members in some schools was less than the required number s (attendance was most of the time below 30%) • Most of them were not attending statutory school committee meetings • Members less involvement in decision making, leaving all decisions to head teachers	• 516 members of SC trained on school management, leadership, ECD, Resource mobilization, education issues • School committees have started to monitor school development activities e.g. capitation grants, children's performance, community contributions, • Are involved in Fund raising program conducted in some schools e.g. desk's obtained at…….school in Tabora, school feeding program at Umoja primary school which started April 2013, 53 desks at Mugumu B. • Developed Income generation activities e.g. Poultry, tree nursery, garden and farming, brick making, handcrafts; which assist schools in meeting their daily requirements like chalks, pen, as for the case of Kizenga primary in Iramba, Mugumu A&B in Serengeti districts • Improved attendance of school committee members in their statutory meetings by 55% • Composition of school committee members improved (gender representation) • Improved relationship with LGAs and community through community mobilization and sharing of school development and expenditure reports. • Feeding programs started in some schools eg Umoja in Arusha started giving porridge to all students in April 2013. In the same school, the committee is organizing fundraising for the construction of water well in 2014 • Creating awareness to community about the importance of ECE and facilitate enrollment and payment of volunteer teachers in some schools

Students clubs

Frequency	Program Start to see	Situation Before	Observed Change
	Promoting quick understanding of writing, reading and counting skills and masterly of science, mathematics, and English to students	• Not well functioning • Inadequate skills of managing clubs • Big number of students who cannot read, count and write • Poor mastery of Science, English, and Mathematics • Poor reading culture	• Clubs are functional in all 43 schools, every school has a timetable • Reduced number of students who cannot read and write for instance 138 out of 181 students from 5 schools in Iramba district can now read and write, Mugumu B had about 100 children (standard 1-7) who could not read/write, but the school established a special programme and assigned a teacher for that particular task only. Now all 100 kids can read and write and the programme continues • More students joined English, Mathematics and Science clubs and are using clubs to teach themselves. In Musoma, Serengeti and Ukerewe children have formed group to assist shy children and it is one of the very interesting learning strategy among children • Increased number of students borrowing books from clubs' coordinators by 80% • Trained clubs' coordinators perform their duties accordingly and actively • Emulated by the district authority in Kigoma rural to be scaled to other primary schools

LGAs'

(VEO, WEC, WEO, Councilors, , DEOs', DED)

Frequency	Program Start to see	Situation Before	Observed Change
	Increasing level of collaboration and support to school committees and *Friends of Education*	• Little understanding of *Friends movement and their mandate* • Very little or no support to *Friends (in some areas Friends were not accepted at all and perceived as police)* • Poor relationship with school committees – while committees are recognized by law/ policies, however, they were not given the support they deserve as stipulated in the policy • Little attention to school development • Inadequate knowledge about education issues and policies • Poor communication between schools and LGAs'	• Some little changes have been observed for example, in some places LGAs are currently working with Friends eg: Muleba – Friends have been assigned to submit quarterly reports on their engagement; Mkabogo - Construction of community library; Babati- Friends have been assigned to monitor more many schools. In all 4 community libraries supported by HakiElimu this year, there was a great support from district Office from DED to DEO, WECs etc. In Tabora we had some issues but the DED intervened and the construction work will start in 2014 • *Friends* are now allowed to perform their duties in some of the communities and districts (after training on leadership and management, some DEOs and heads of 83 schools have agreed willingly facilitate and collaborate with *Friends*) • Improved relationship and communication with the school management • Our programme work has been done smoothly with no bureaucracy like before. HakiElimu staff are provided with vehicles during field visits whenever necessary, as well as accompanying DEO's officials. Built a smooth working relationship without jeopardizing HakiElimu's principles and policies. • All school committee trainings were fully supported by the District Education Offices and WECs. • All Districts have agreed and committed to support improving preprimary classes, and more work with teachers, materials and environment will take place next year • The organisation's profile as an education authority continues to grow, with The Local Authorities Accounts Committee having made a request to work closely with HakiElimu to oversee the PMO-RALG's management of schools. For example in March 2013, HakiE was invited by Monduli District Council to conduct research on the causes of poor performance in examination in Monduli.

Work with Village leaders

Frequency	Program Start to see	Situation Before	Observed Change
	Increasing level of collaboration and support to school committees and *Friends of Education*	• Poor communication between schools and LGAs'	• Improved relationship and communication with the school management

Partner organizations

(MPI, Policy Forum, UWEZO- TWAWEZA, Daraja, Mizeituni, ADLG, TGNP, LHRC, Forum Syd, HakiKazi catalyst, Community radios stations at the district, Faith Based Organizations

Frequency	Program Start to see	Situation Before	Observed Change
	In full support of the *Friends* initiatives	• Partial awareness of *Friends* concept • Partially involved in *Friends* movement • Since 2009 HakiElimu has been collaborating with the Media Council of Tanzania (MCT) to organize journalism awards, branded as Excellence in Journalism Awards of Tanzania (EJAT)	• Increasing number of CSOs showing interest to work with or support *Friends* activities eg ICD, ADLG, MPI, TGNP, • Some are supporting *Friends* initiatives like provision of books, training, conducting SAM, Research and monitoring policies and practices • Considering the *Friends* initiative as theirs. This is expanding the capacity of *Friends* reach out to create awareness, mobilize, monitor and demand for quality service delivery, accountability and transparency at all levels Supporting recruitments of new *Friends* • We have provided training, technical capacity to other CSOs in Tanzania such as TECDEN, TENMET and others • Number of entries for the competition increased to 946 (68 on education)

	Improved quality of journalism in terms of analysis, balance, geographical representation of stories covered in the media and nature of stories covered.	• There were 772 entries submitted by journalists to the competition organizing committee.	• 5 winners out of 44 for EJAT 2012 had received mentorship from HakiElimu between 2008 - 2012. • Existence of clear criteria such as in-depth and critical analysis, creativity, originality and exemplary use of language and style has helped to improve reporting skills. • The awards have helped to improve journalism; and education coverage in particular. The awards have been very competitive in recent years, beyond recognition of individual journalists. Each media house in the country encourages and support their journalists to improve-having realized that media houses producing most winners take the credit and reputation of being the top and credible media house in the country. Through collaboration with the MCT in organizing the awards, education category was introduced in EJAT 2011, and since then the general coverage of education issues in terms of analysis, balance and number of articles has improved.

Citizens

Frequency	Program Start to see	Situation Before	Observed Change
000	Increased awareness and participation in education matters	• Majority were not well informed about education issues • Poor involvement in education matters and parents meeting • Poor reading culture among citizen • Poor citizen perception about schools, but more specifically ECE	• Increased awareness (registration of children in pre classes, payment of pre class teachers, contribution on school projects like community libraries construction at Mugumu B, Mkabogo and Umoja primary schools). • Increasing number of parents who are registering and taking their children to preprimary schools/classes in rural communities (within the 43 programme schools) • Support community libraries construction and materials (Mkabogo, Masasi, Umoja, Mugumu B) for instance 1500 bricks, 21 tons of sand, 35 tons of stones obtained, water (worthy 4,650,000 Ts) obtained at Umoja Primary school in Arusha in just two months time.

			• Community contributions to making of desks, construction of classrooms (Mugumu Serengeti), • Increased follow up on school performance eg truancy, capitation grants, • Increased rate of attendance and borrowing of books in libraries from 8,956 attendees and 450 borrowers to 11,508 attendees and 902 borrowers while inside users increased from 1,185 to 1,745.
		• Tanzania's public are not satisfied with the quality of education; • Citizens were even more confused by an alarming failure rate at primary school level. The failure rate hit a staggering 70 per cent in 2012; with scores below 100 out of 250. Likewise, 46.4 per cent of students did not pass the national secondary examination in 2011. • Teachers and the public did not approve of the Government's decision to enroll students in secondary schools who did not pass the Primary Education Leaving Examination • Parents and community largely consider examination performances synonymous to quality of education; thus there is big likelihood that improved performances would silence many Government critics.	• Continuous advocacy campaigns and information sharing by HakiElimu was able to increase level of debates and discussion about the status of education in the country. More people are debating, writing letters and asking questions, but still a gap in taking actions to hold leaders to account. • The public was unhappy seeing shocking failure rate at secondary school level, reaching 57 per cent. The public and media demanded an explanation from the Government of the reasons behind such failure. The Government set up probe committee to identify the reasons, but the committee's highlights presented in the Parliament showed most of the challenges had been pointed out by researchers of HakiElimu done in the past; but the Government chose not to take them seriously . Therefore, highlights presented by the probe committee did confirm that HakiElimu's researches and recommendations must have been resourceful if taken seriously • HakiElimu's persistent advocacy through media spots, advocacy song, press statements, articles in newspapers, in depth analyses, topical publications and banners created awareness to key stakeholder groups such as social advocates, educationists, students and teachers who encouraged the organization and pledged their support (feedback from social media platforms) with 9,131 fans on Facebook and 9,585 followers on Twitter). Most social advocates and journalists were quiet vocal warning the Government to stop tempering with education standards .

		• There were no meaningful stakeholders participation in preparing draft education policy • While Net Enrolment Ratio stood at 92% countrywide; and 85.9 for Shinyanga; there were no specific stories coming from various parts of the country indicating that inaccess to education is still a challenge • There were 69,015 drop outs in primary schools and 76,002 for secondary schools country wide in 2012. Pregnancy was responsible for 610 drop outs in primary schools and 5,157 in secondary schools; however, some of the unique reasons for teenage pregnancy were not known.	• Sections of the public reached during production of Tafakari Time programmes and success stories documentary demonstrated confidence and ability to articulate issues-trusting that their voices will be heard, considering the reputation of HakiElimu's programmes • Access to education is still a challenge to some communities; than imagined with enrolment rate at primary school level exceeding 94 per cent . An investigative journalism exercise in Bukombe helped to reveal the need for education for about 2,000 children at Ilyamchele and Mtukula village who were using extant grass-thatched buildings for 10 years, only to learn literacy skills. The District Government has intervened by providing roofing materials pledging their support to constructing and opening up formally recognized schools in the two communities. • Intensive media coverage about teenage pregnancy in Tunduru had fueled a broad public discussion. Afterwards, the Tunduru District Council organized a crackdown exercise that helped to win 200 married girls back to school. Again, following a public forum on 'How School Environments Affect Students Discipline And Goals' held in Babati, the Manyara Regional Commissioner vowed to make sure that a school fence is built at Babati primary school • There is significant demand for HakiElimu's information. Various HakiElimu's publications were downloaded 289,801 times from HakiElimu's website: www.hakielimu.org

Media Houses

		• There has been a good working relationship with media owners, editors and journalists for years • Coverage of education issues was largely on events-with little individual or media house initiatives to investigate on various issues. • HakiElimu identified 2,601 education stories covered in mainstream newspapers.	• Tanzania's Editors Forum continued to work closely with HakiElimu by sharing ideas and seeking room for joint interventions • Media houses continued relying on HakiElimu for analysis and interpretation of various education issues and trends. Information from HakiElimu was reliable and based on evidence, which the media houses preferred most.HakiElimu spokespersons were interviewed 9 times out of special media requests • 56 exclusive news stories and 17 photographs were published in mainstream newspapers and blogs through HakiElimu's collaboration with the media; ; in undertaking journalistic investigation on various issues and challenges in the education sector . • HakiElimu got free airtime for broadcasting 3,447 media spots (worth 176,000,000 Tsh); being media house recognition and contribution to the quality and analytical work of the organization That is informative and educative • Editors increasingly providing significant space for education issues. In 2013, HakiElimu identified 2,858 education articles that were published in mainstream newspapers (until November 2013), among them 65 were published on front pages as lead stories. • Most of education lead stories were well researched and analytically presented providing insights and public opinion that is difficult to ignore. Media contribution helped to expand the movement.

Central Government

Frequency	Program Start to see	Situation Before	Observed Change
000		• HakE and MOEVT's working relationship was almost non-existent. For example in 2012 MOEVT did not reply request from HakE for possible engagement opportunities. • LGAs' participation in HakE feedback meetings was minimal. • Delays getting research permits for HakiElimu research and other monitoring activities, particularly at district level. • MoFEA was still reluctant to recognize and support the OBS; for instance, they were not implementing OBI's recommendations to improve budget transparency. Some of the transparency challenges included the inaccessibility (timely) of the Executive Budget Proposal and the fact that it was not being posted onto the MoFEA website. • In general, there was limited Government effort at transparency, in relation to use of fund in education, such as purchase and distribution of text books.	• Collaboration between MOEVT and HakE is improving. In 2013, HakE was involved to participate in and chair Big Results Now Education Lab. HakE also worked with MOEVT to contribute to the final drafting of PEDP III and was invited to attend a MOEVT learning visit in Finland with the Minister of Education. • In 2013, LGAs continue to positively respond to HakiElimu's meeting requests and in particular, feedback meetings following SAM, school performance monitoring and other engagements such as Mwanza training of school heads and other LGAs officials. • Increased commitment of LGAs to partner with HakiElimu to address education challenges in their localities and increased demand for HakiElimu publications. • LGAs have been more positive about HakiElimu's research data collection work in their localities. • Positive collaboration with MoFEA, eg MoFEA called a meeting with HakE to discuss the latest OBI report; they regularly request HakE publications and technical suggestions • Executive Budget Proposal posted on MoFEA website before approval of budget. • Pre budget statement for 2014/2015 posted on website six months before budget tabled to parliament. • MoFEA supported by HakE to disseminate citizen budget in 10 districts.

Oversight (MPs, MPs committees,)

Frequency	Program Start to see	Situation Before	Observed Change
000		• HakE has in the past established collaboration with Social Services Parliamentary Committee, Opposition coordination department and MPs through the formation of an education caucus. the real challenge was to use these relationships to facilitate change in the education sector. • HakE had limited access to engaging councilors	• HakiElimu's relationship with different Parliamentary committees continues to grow, with the latter amplifying our concerns in different avenues; for example, the Social Services Parliamentary Committee late this year refused new grading system after HakiElimu lobbied it on this, referring to our analysis in raising its concerns (Mwananchi, 18 November 2013). • HakiElimu is becoming an established education institution in the perception of oversight bodies; for instance, during the 2013/14 budget reading the Education Shadow Minister relied strongly on information and positioning guided by HakiElimu research. In addition to that, Parliamentary debate focused on curriculum and text books, which featured strongly in HakiElimu research in 2011 and 2012 and which was shared with MPs during that time and later. Subsequently MOEVT declared its intention to dissolve the Education Materials Approval Committee, which is responsible for quality assurance of books and textbooks in schools. Also, curricula were made available on the MOEVT website after MPs raised concerns about their existence. • HakiElimu has between January and November capacitated 60 councilors about how they can contribute to improving the quality of education in their localities.

Development Partners

Frequency	Program Start to see	Situation Before	Observed Change
000		• HakE had minimal engagement with other DPs (besides our donors) on OBI. • This has partly contributed to minimal donor awareness and support of OBI recommendations.	• After engaging development partners, there has been increased use of OBI indicators by DPs for example in forums such as GBS, PAF and PFM. • Posting of Executive Budget Proposal on MoFEA website, Pre budget statement, Citizen budget • HakE invited by DPs to share OBI 2012 findings. • Commitment of DPs to support OBI 2014 • IBP continue to invite HakiElimu to train other partners in other countries such as Tunisia, Egypt. This shows the value that is placed on the organization for its capacity and reputation beyond our boarders

SUMMARY OF PLANNED ACTIVITIES AND BUDGET V.S. ACTUAL EXPENDITURES

Media and Advocacy (MA) Unit

	Activities	Budget	Actual Expenditure
1.1.1	Organise and facilitate one media investigation on an advocacy theme of the year in 30 dstricts	30,800,000.0	0.0
1.1.2	Conduct 4 mini-media surveys on performance of school committees in underprivileged communities.	7,920,000.0	3,960,000.0
1.1.3	Provide information, news ideas and technical support to education desks in media houses and education journalists for promoting writing of analytical-human interest stories in education.	2,400,000.0	2,054,000.0
1.2.1	Produce and broadcast 26 bi-weekly HakiElimu's creative TV and radio programmes/documentaries advocating for quality education in pre-schools, primary and secondary schools;	190,550,000.0	167,060,000.0
1.2.2	Produce and broadcast 6 creative and provocative thematic TV and radio spots about key advocacy themes of the year	518,060,000.0	517,457,000.0
1.2.3	Expand and integrate HakiElimu's campaigns and communications through online and digital media to increase reach, visibility and attract public discussion and feedback	6,000,000.0	474,000.0
1.2.4	Organise one public competition in 11 districts to gather and advocate public opinion on an advocacy theme of the year.	19,080,000.0	13,757,000.0
1.2.5	Produce and promote a song of the year in order to expand and scale up campaigns to improve learning in Tanzania	26,500,000.0	29,509,000.0
1.2.7	Develop and print key messages on promotional and information materials (i.e. calendars, posters, banners etc) on education and democracy to promote the organisational campaigns and expand visibility of HakiElimu's messages.	23,200.0	3,740,000.0
1.2.8	Coordinate the writing and publishing of weekly Kauli Mbadala, (OpEds for a Swahili newspaper), and 12 human interest stories in Swahili and English for broader advocacy-minded coverage of education issues from different parts of the country.	3,000,000.0	0.0

	Activities	Budget	Actual Expenditure
1.2.9	Organise annual *MIMI NA ELIMU DAY* for the purpose of bringing together education enthusiasts and supporters to take part in education development initiatives and give back to the community	24,000,000.0	17,991,000.0
1.3.1	Establish and sustain platforms for *Friends* and partners to use media	27,500,000.0	22,831,000.0
1.3.2	Organise press conferences, launches, exhibitions and events to disseminate education and democracy information and share HakiElimu's positions where necessary	16,200,000.0	15,277,000.0
1.3.5	Identify, support and award best education journalists for the purpose of promoting in-depth and extensive coverage of education issues countrywide:	13,910,000.0	10,280,000.0
1.3.6	Organise periodic distribution of publications, materials, programmes and reports to *Friends* of Education, government, donors, CSOs, schools, partners and other identified audiences.	177,230,000.0	84,587,000.0
1.4.1	Monitor, share and analyse HakiElimu in the News[7]	4,654,000.0	4,200,000.0
1.4.2	Monitor HakiElimu's themes on print and electronic media, and gauge public opinion on education	16,800,000.0	60,000.0
1.5.1	Provide technical support and resources in printing of publications from HakiElimu's units.	216,800,000.0	50,372,000.0
1.5.2	Identify publications in demand for revising and reprinting.	40,000,000.0	18,502,000.0
1.5.3	Develop comprehensive online HakiElimu publications catalogue (e-versions) for easy identification of new titles and promotion	0.0	
1.5.4	Maintain visual bank of illustrations for office use and sharing with partners	1,720,000.0	0.0

7. *Articles in the media mentioning HakiElimu*

Community Engagement and Action (CEA) Unit

Code	Activity	Budget	Annual Expenditure
	Recruit 1,500 *Friends of Education* to strengthen the *Friends* Movement	15,000,000.0	7,949,000.0
2.1.2	Maintaining and updating HEMIS database	3,000,000.0	3,000,000.0
2.1.3	Provide *Friends of Education* with key information on education (policy, budget, government promises, and other guidelines)	7,775,000.0	6,799,000.0
2.1.4	Conduct at least 5 community dialogues to enable people and their leaders to discuss and share key issues in education to improve their awareness and participation (as part of HakE field visit)	5,000,000.0	5,000,000.0
2.1.5	Meet with WEOs, VEOs, and WECs from 10 districts we are working with to discuss education issues and research findings to improve their performance	22,800,000.0	24,316,000.0
2.1.6	Link *Friends* with other actors	9,000,000.0	8,831,000.0
2.1.8	Support 5 model schools[8] to develop effective mechanism for improving delivery and management of their schools	20,000,000.0	19,489,000.0
2.2.1	Acquire 150 physical materials (including journals) on HakiElimu themes and made available to library users	27,000,000.0	2,267,000.0
2.2.2	Administer (acquire, catalogue, classify, and shelf)depository of HakiElimu publications	0.0	0.0
2.2.3	Support community libraries to strengthen their capacity to serve the communities	80,900,000.0	52,772,000.0
2.2.4	Promote Library usage to facilitate learning	12,900,000.0	11,543,000.0
2.2.5	Facilitate 10 community libraries to provide adult education programmes to promote literacy	0.0	0.0
2.2.6	Conduct spot checks and annual stock taking to ensure safety of materials	700,000.0	0.0
2.3.1	Prepare and print a new version of the *Friends* Address Book	0.0	0.0
2.3.2	Develop a right-based citizen guide for promoting citizens monitoring and participation in decision making processes, key aspects of SEDP	0.0	0.0

2.3.3	Strengthen students leadership and performance of students clubs in 41 schools (model schools inclusive) to promote governance and quality learning	18,900,000.0	6,252,000.0
2.3.4	Support formation/ strengthening of youth associations to demand for their right to education	0.0	0.0
2.3.5	Strengthen capacity of school committees (41 primary schools including model schools) to carry out their roles and responsibilities more effectively for improved accountability, governance and learning	35,300,000.0	32,986,000.0
2.3.6	Promote citizen monitoring and accountability at community level	37,950,000.0	35,496,000.0
2.3.7	Support formation/strengthening of local level social movements and coalitions to stimulate their engagement to bring about change in education and democracy	24,600,000.0	18,418,000.0
2.4.1	Facilitate and motivate citizens /*Friends* to use Media to communicate their successes, demands and challenges in education	53,900,000.0	46,120,000.0
2.4.2	Collect information and feedback from *Friends* to ensure that their voices are heard	3,000,000.0	0.0
2.4.3	Promote strategic linkages between *Friends* and LGAs to spearhead collaboration and community engagement	6,670,000.0	2,800,000.0
2.4.4	Support *Friend's* meetings at district and national level to enable them share experiences and necessary skills to improve their level of engagement	76,000,000.0	74,679,000.0

Research and Policy Analysis

Code	Activities	Budget	Annual Expenditure
3.1	Hold meetings with MOEVT (Policy and Planning Department), educationists to identify/discuss on research theme (area to cover for improved quality).	55,400,000.0	35,157,000.0
3.1.2	Write and publish position paper.	2,880,000.0	797,000.0
3.1.3	Develop policy statement on need for up to date ETP and ECD policy.	2,400,000.0	0.0
3.2.1	Develop pre-budget statement and disseminate widely.	8,000,000.0	4,401,000.0
3.2.2	Analyse CAG report and issue a rapid response in the media.	400,000.0	20,000.0
3.2.3	Organise and hold stakeholders workshop on MoEVT budget.	6,600,000.0	3,810,000.0
3.2.4	Analyse and simplify the 2013/4 education budget	560,000.0	0.0
3.2.5	Conduct survey and develop briefs quarterly.	10,820,000.0	9,859,000.0
3.2.6	Produce and publish OBI brief.	13,340,000.0	12,923,000.0
3.3.1	Analyse and simplify PEDP III and produce brief.	1,000,000.0	0.0
3.3.2	Participate in key local and international human rights meetings and promote HakiElimu work.	5,040,000.0	810,000.0
3.3.3	Document Government promises and produce briefs	7,300,000.0	5,266,000.0
3.4.1	Hold meetings with MPs and involve them in media programmes and field activities where possible.	10,020,000.0	5,122,000.0
3.4.2	Capacitate Councilors on budget monitoring.	30,810,000.0	31,447,000.0
3.4.3	Hold meetings with MoEVT (Policy and Planning Department) and Local government Authorities to share solutions and best practices.	20,360,000.0	20,062,000.0
3.4.4	Share idea of model school with LGAs.	20,000,000.0	22,287,000.0

Finance and Administration (FA) Unit

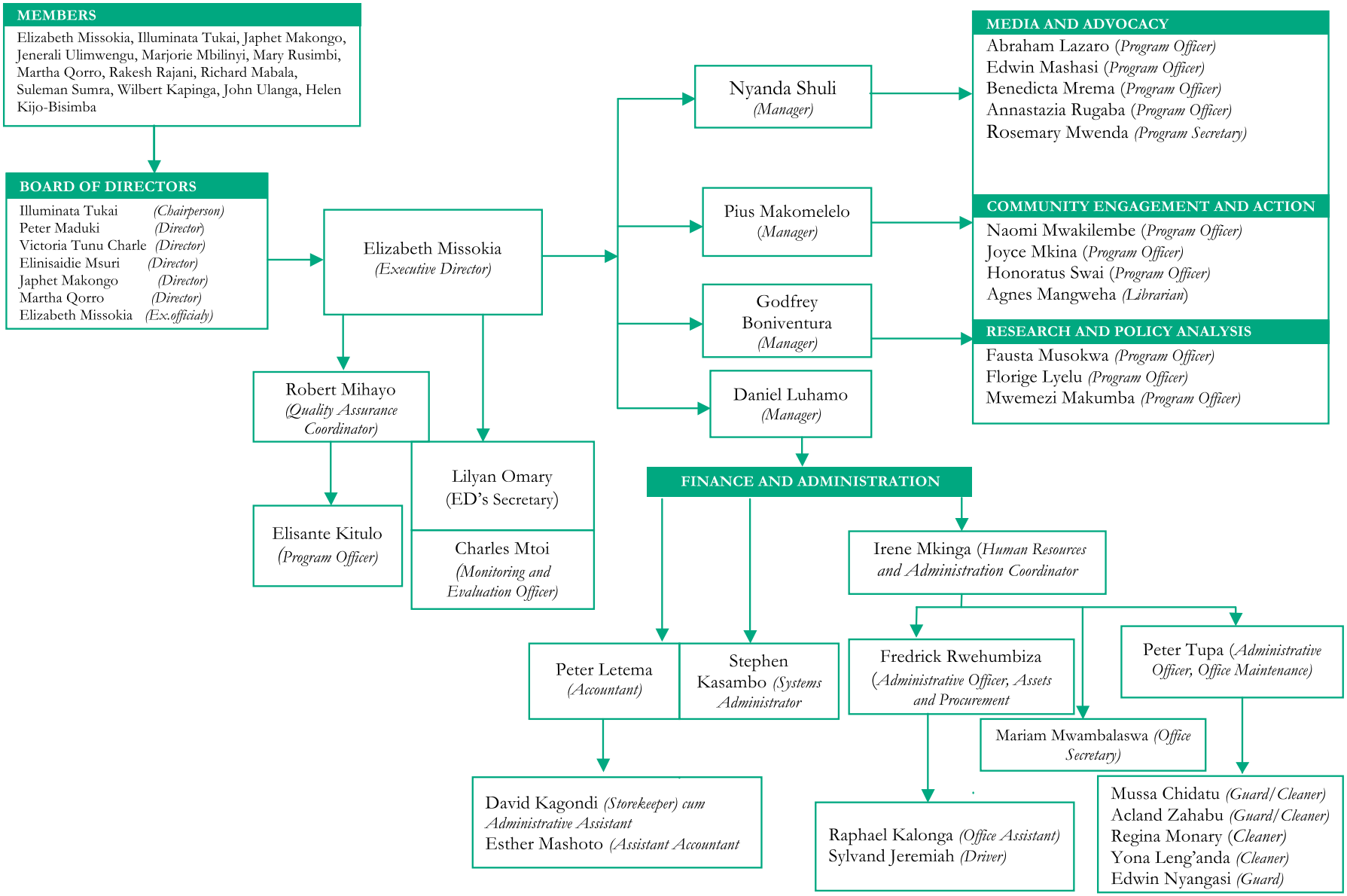
Code	Activities	Budget	Annual Expenditure
4.1.3	Manage staff salaries, pension and skill development levy	397,705,000.0	377,741,000.0
4.1.4	Manage staff health insurance scheme	30,855,000.0	20,041,000.0
4.1.5	Manage staff welfare fund and meetings to enhance staff wellbeing	20,000,000.0	20,000,000.0
4.1.7	Manage staff Group Personal Accident insurance cover	4,595,180.0	4,184,000.0
4.1.8	Facilitate staff awareness on HIV/AIDS, gender, disability and environment issues	140,000.0	70,000.0
4.1.9	Facilitate staff to regularly review policies and regulations to improve accountability and performance monitor and review implementation of policies and procedures	4,300,000.0	400,000.0
4.1.10	Gratuity	28,455,000.0	1,610,000.0
	Skills development levy	23,000,000.0	18,870,000.0
	PPF	56,000,000.0	48,458,000.0
4.1.11	Staff lunch	38,376,000.0	38,716,000
4.2.1	Manage utilities (electricity, water, telephone and internet) to facilitate good working environment	34,740,000.0	34,942,000.0
4.2.2	Manage and maintain office building, garden and surrounding	16,980,000.0	12,591,000.0
4.2.3	Manage and maintain office equipment and furniture	16,600,000.0	7,228,000.0
4.2.4	Manage and maintain office vehicles to facilitate smooth running of programmes	37,980,000.0	32,387,000.0
4.3.3	Adhere to policies in purchase of supplies and all office materials	4,500,000.0	4,757,000.0
4.5.1	Manage and administer HakiElimu's ICT security as per policy and procedures	48,400,000.0	32,263,000.0
4.5.2	Effective management of ICT infrastructure	53,600,000.0	5,026,000.0

Code	Activities	Budget	Annual Expenditure
4.5.3	Ensure HakiElimu system is available and well maintained at all times	5,300,000.0	5,026,000.0
4.5.4	Ensure that HakiElimu computers, servers, software and peripherals are provided and in good working order and updated regularly	5,500,000.0	4,181,000.0
4.5.6	Effective management and maintenance of HakiElimu's website Regular updates and posting of documents, news and information in an efficient manner.	5,500,000.0	650,000.0
4.6.1	Facilitate professional and efficient management of financial systems and regulations	6,700,000.0	6,109,000.0
4.6.3	Manage donor funding and all other incomes and maintain organisation's accountability and credibility	0.0	53,000.0
4.6.4	Internal audit management	Budget managed by SDL	
4.6.5	External Audit management	Budget managed by SDL	

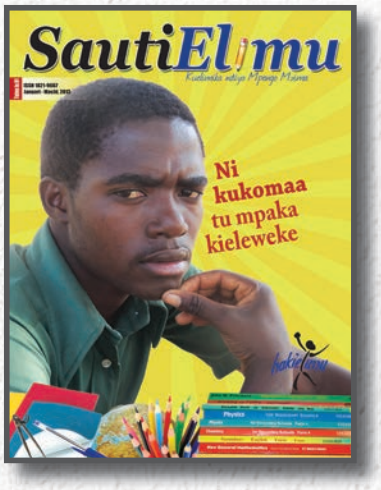
Strategic Direction and Leadership (SDL) Unit

Code	Activities	Budget	Actual Expenditure
5.1.1	Organise and facilitate board meetings, (and other meetings with staff and members)	3,000,000.0	4,413,000.0
5.1.2	Organise and facilitate Members meetings	11,200,000.0	5,096,000.0
5.1.3	Organise and facilitate DPs meetings	480,000.0	112,000.0
5.1.4	Cultivate and maintain effective relations with partners and other institutions for expanding institutional capacity development	0.0	2,693,000.0
5.2.1	Provide technical support and facilitate teams to maintain quality production and presentation of HakiElimu's work (print, electronic and other documents)	200,000.0	220,000.0
5.2.2	Provide technical support and leadership in conceptualising themes in education and democracy	800,000.0	0.0
5.2.3	Recommend and organise staff to attend training in language use and writing	1,200,000.0	509,000.0
5.3.1	Articulate and harmonising M & E tools for easier understanding and use	39,600,000.0	52,777,000.0
5.3.4	Facilitate organisational capacity building	60,000,000.0	62,697,000.0
5.3.5	Facilitate learning through internship for youth and partner organisations	4,500000.0	3,301,000.0
5.4.1	Facilitate effective organisational planning, budget expenditure, and monitoring (planning)	48,000,000.0	41,436,000.0
5.4.3	Enhance Management and leadership capacity	12,500,000.0	

HAKIELIMU ORGANOGRAM – DECEMBER 2013







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.

HakiElimu enables citizens to make a difference in education and democracy

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