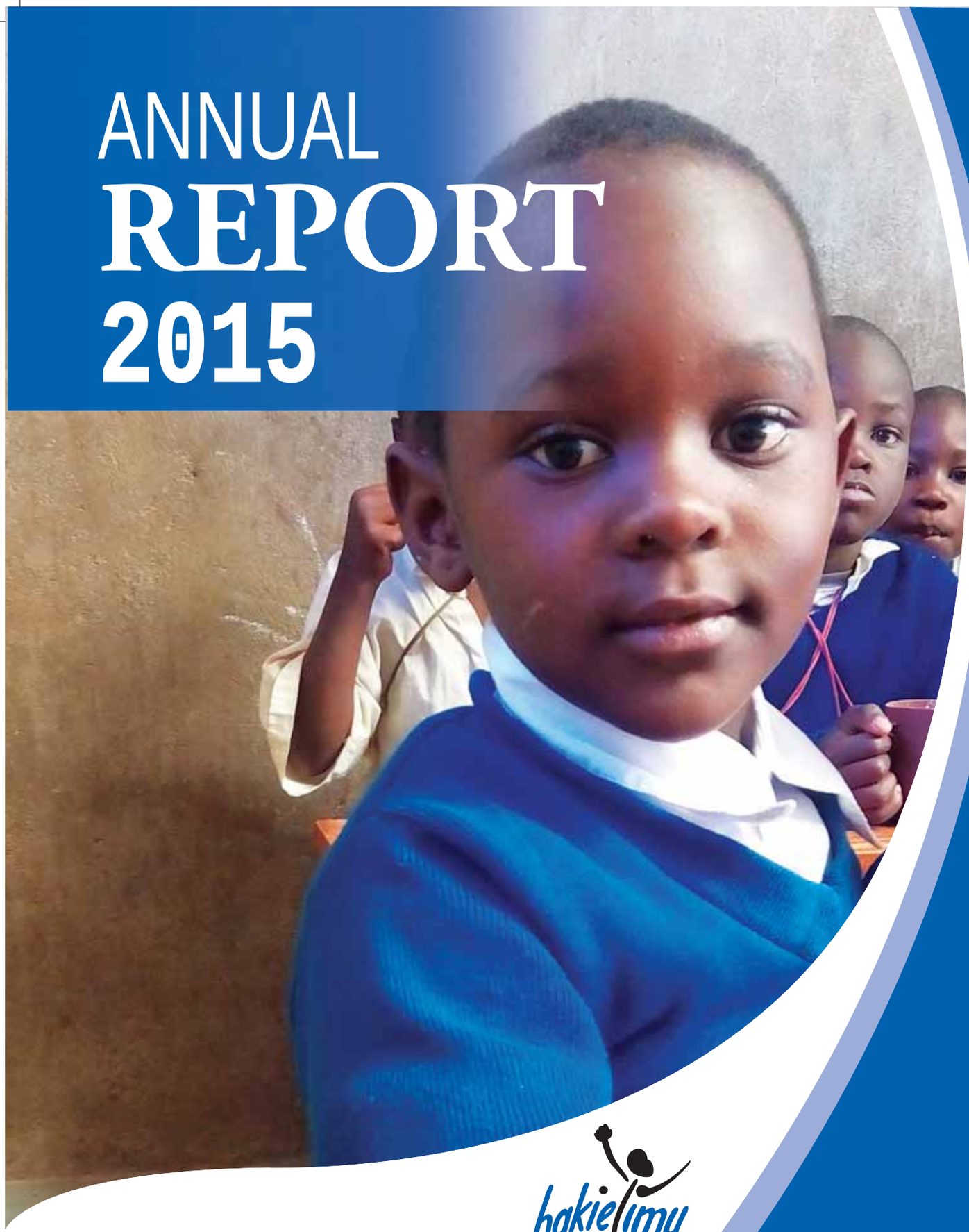
ANNUAL REPORT 2015



hakielimu

Towards an Open, Just, and Democratic Society with Quality Education for All in Tanzania

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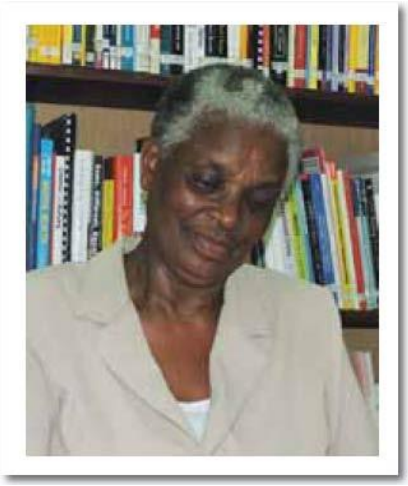
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MESSAGE FROM THE BOARD CHAIR



On behalf of the Board of Directors of HakiElimu, I am pleased to give a brief overview of HakiElimu's work for the financial year ending 31st December 2015. During the year under report, the Board has continued to oversee the efforts made towards attaining the vision and mission of HakiElimu in order to make the organization strive to be one of the most effective and efficient change agents in the education sector in Tanzania. The organization's 2014 and 2015 Financial Statements were audited by independent Auditors; and it has maintained clean reports. Four new policies i.e. Gender, Child Protection, ICT and Procurement were approved by the Board in support of the Management efforts to improve HakiElimu's systems and procedures in order to deliver quality programs efficiently and effectively. HakiElimu has worked in collaboration with the Government of Tanzania, national and international partners, and other stakeholders to improve the quality of education. The launching of the Education and Training Policy (ETP 2014) is one such collaborative achievement. It is my honest belief that this collaboration will continue.

In the period under report, HakiElimu has been involved in conducting research and disseminating findings through various publications and the media. The organization's work has been based on championing the delivery of inclusive quality education through awareness raising, community engagement, media and advocacy, research and policy analysis. As a result of its engagement, HakiElimu has continued to enjoy support from various stakeholders; including the government, development partners, education stakeholders and the general public.

During the year under report, HakiElimu experienced changes in the top management and the Board. A new Executive Director (ED) Mr. John Kalage joined HakiElimu in May 2015 as the third HakiElimu Executive Director. He brings with him over 20 years of professional experience in senior management roles from International NGOs. Through him the Board expects HakiElimu to continue being a strong agent of change in the education sector that is recognized for its high quality interventions, accountability and effectiveness.

At the Board level, Ms Iluminata Tukai completed her tenure as Chairperson and Prof Martha Qorro has taken over the Chair role in April 2015. By all measures, HakiElimu has improved immensely on Illuminate's watch in many areas but especially on two fronts: increased representation by our partners at our target events, closer relationship with our partners, as well as increased financial stability. On behalf of the Board and the Management I congratulate her on these achievements.

Finally, I wish to conclude by thanking members of HakiElimu Board of Directors, the Management and Staff for their unwavering commitment, dedication and hard work over the years; and particularly during the year ending 31st December 2015.

I submit,



Prof. M. A. S. Qorro Chairperson / **HakiElimu Board of Directors**

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear partners and supporters of HakiElimu,



I am delighted to present to you the HakiElimu Annual Report for the year 2015. This has been yet another year of successes for our ambitious programmes that aim to promote accessibility and quality of learning in basic education, citizen involvement in education development issues, and transparency, participation as well as accountability in the budgeting process.

Guided by our long-term vision which seeks to see a Tanzania where all children enjoy their right to a quality basic education, where schools respect the dignity and human rights of all people, and where education promotes equity, creativity, critical thinking and democracy, we were able to register many achievements which are reflected in this annual report.

The launching of new Education and Training Policy (ETP 2014) in February 2015 is a big victory to HakiElimu and other education stakeholders who had for many years fought for the disbanding of the 1995 ETP and the introduction of a new one to reflect the country's drastically changed political and economic environment. We hope the implementation strategy to whose development we contributed will be finalised and provide direction to improve the quality of education.

We conducted researches, policy and budget analyses to generate evidence on education problems affecting learning in schools, and we distributed 319,220 copies of various publications to key education stakeholders including Friends of Education. We broadcasted a number media spots, TV and radio programmes, which contributed to increased community dialogues for education issues. All these led to increased community dialogues on education issues and were used as evidence to support various advocacy campaigns on learning and teaching, changes in the Education and Training Policy, as well as effective and efficient use of the education budget.

Our campaign for restoration of teachers' dignity which started in 2011 has now started showing positive results. This year, the Government adopted the Teachers Services Commission Act(2015) which will establish the Teachers Services Commission. The Commission is supposed to be an independent body that will control the teaching profession and restore its long lost values. We took part in the review of the draft Bill before it was presented to the Parliament and we believe this is a major step toward strengthening the teaching profession and improving the education sector in Tanzania.

We continued strengthening collaboration and networking with national and international partners. Our role as the chair of the Budget Working Group of the Tanzania Policy Forum and the recent election as chair of TEN/MET have given us the opportunity to share our experience and expertise as well as learning with others. We collaborated with International Budget Partnership to carry out the

Open Budget Survey (OBS) 2015. The OBS 2015 report which was launched in November 2015 indicates that Tanzania scored 46 out of 100 points and has yet to improve enough to move out of the middle category on the Open Budget Index, (OBI). OBI uses internationally recognized criteria to give each country a transparency score on a 100-point scale. We will use this report to continue promoting government budget transparency and accountability. We also collaborated with Result Education Fund to pilot the Right to Education Index in Tanzania. The report reveals several challenges on girls education, children of minorities, learning and teaching materials, infrastructures. HakiElimu will also use the evidence from the report to advocate for re-entry policy and child protection.

Strengthening organisational capacity, including improvement of our systems and procedures for effective and efficient programme delivery, has been a priority. Four new policies (Gender, Child Protection, ICT and Procurement) were developed in 2015. Six staff (16%) were given opportunity to undertake professional development courses, and four of these staff graduated at master degree level. This has increased their efficiency and motivation and hence we have again this year maintained 100% staff retention. Establishment of HakiElimu Think Tank consisting of 11 Professors of education has increased our capacity to provide technical input, advice and guidance on education policies, strategies and plans when information has been requested by the government, development partners and other education stakeholders.

As we move into the year of 2016, we see a lot of opportunities and challenges. It is a year during which we will be winding up our 2012-2016 strategy. It is also a very important year as we embark on developing the next strategy - one that will set the direction of our organisation for the coming five years. Furthermore, it's a year during which the new Phase Government will start implementing the ETP 2014 which, among other improvements, introduces free basic education. We see the determination of the new government for improved education quality, restoration of accountability and curbing corruption and we are prepared to continue offering our support.

I thank you all for your support and hope this relationship continues so that we may achieve success together.



John Kalage

Executive Director

LIST OF ABBREVIATIONS AND ACRONYMS

BEST – Basic Education Statistics in Tanzania

BRN – Big Results Now

CAG – Controller and Auditor General

DED – District Executive Officer

DEO – District Education Officer

ECE – Early Childhood Education

ETP – Education and Training Policy

GPE – Global Partnership for Education

ICT – Information and Communication Technology

LANES – Literacy and Numeracy Education Support Programme

LGA – Local Government Authority

MDA – Government Ministries and Agencies

MOEVT – Ministry of Education and Vocational Training

MOF – Ministry of Finance

MP – Member of Parliament

NGO – Non Governmental Organisation

OBI – Open Budget Index

OBS – Open Budget Survey

PBO – Parliamentary Budget Office

PPF – Parastatal Pension Fund

PSWC – Parliamentary Social Welfare Committee

TEA – Tanzania Education Authority

EXECUTIVE SUMMARY

In 2015, HakiElimu's work continued to develop the education sector in Tanzania through advocating for transparency, good governance and effective allocation and management of resources to schools. We promoted quality teaching and learning environments, and facilitated active community engagement in school management through engaging citizens across the country.

Two key campaigns were delivered through the media. Following *"Boresha Elimu ya Awali"* - Promoting numeracy and literacy in primary schools - Tanzania has been granted support from the Global Partnership for Education (GPE) to implement the Literacy and Numeracy Education Support Programme (LANES). The second campaign, *"Uhaba wa vyoo mashuleni"* - Shortage of adequate toilets in schools - led to a number of pledges from government, corporations and other stakeholders to provide construction support in various locations.

In 2015, years of advocacy work finally resulted in several groundbreaking changes in government policy and legislation. A new *Education and Training Policy (2014)* was launched, addressing a number of longstanding issues. HakiElimu was instrumental in achieving the *Teacher's Services Commission Act (2015)*, initiating an independent teachers professional body to restore values and quality in the profession. Passing of *The Budget Act (2015)*, bringing with it the establishment of a Parliamentary Budget Office, provides a platform for accountability in public expenditure relevant to the education sector. Furthermore, HakiElimu influenced the government budgeting process, resulting in buy-in for an independent School Inspection Department and improvements in resource allocation for teacher's advancement and school development.

In our model districts and schools, community dialogues led to increased participation of parents and head teachers in school development activities. Early Childhood Education (ECE) was in focus; teacher's skills training, awareness raising and improvement of infrastructure led to a marked increase in pre-primary enrolment. HakiElimu also strengthened school management and have recorded improved performance, attendance in meetings and engagement with parents in local committees. The "3R clubs", gradually set up since 2012, have helped to decrease the problem of illiteracy, now evidently eradicated in higher primary classes. Community libraries managed by *Friends of Education* have been helpful in supporting deprived schools and students with educational materials and in encouraging adult literacy - improvements in library infrastructure this past year have led to a massive increase in users from 3,000 in 2014 to 10,000 in 2015.

Friends of Education, HakiElimu's pressure group, continued to grow in membership with a doubling of new recruits compared to the previous year. Among their achievements in 2015 are increased enrolment rates of girl children, assistance of children in the streets and reduced truancy in certain primary schools.

Our various communications strategies have been instrumental in raising awareness, ultimately achieving changes in the sector this past year. Campaigns and advocacy issues have been brought to life through our own newspaper articles, TV slots, repeated engagement with media and dissemination of 11 new HakiElimu publications. Responses from the online community provide testimony of increased public interest in the Tanzanian educational system.

To grow further as an organisation, HakiElimu took several important steps during the year; Governance was supported through introduction of several new policies and strengthening of relationships between board and management. Staff development and training were in focus and financial systems were improved to ensure compliance with a wide array of donor regulations and requirements.



1.0 INTRODUCTION

HakiElimu's work revolves around facilitating communities to actively engage in education, by transforming schools to improve learning and influencing policy-making and practice for quality and equitable service delivery. The organization provides space for citizens to stimulate debate and dialogue and collaborate with education stakeholders to advance active citizen or community participation, accountability, transparency and social justice. To this end, HakiElimu conducts critical and evidence-based research, policy and budget analysis, mobilizes citizens to form social movements and use media to communicate, create awareness and influence change through creative and provocative advocacy campaigns.

The Overall Goal for the current Strategy (2012 – 2016) is "An open, just and democratic society with quality education for all". In the year 2015 HakiElimu has continued to implement activities that seek to attain three sets of outcomes which are provided below:

i. Children are in schools and actively learning.

ii. Citizens are informed, confident and actively engaged

iii. Government is open, responsive and accountable

HakiElimu collaborates with likeminded partners and forges alliances with key government stakeholders and other interested groups to bring positive and sustainable change in education and democracy in Tanzania. Our Strategic Plan (2012 – 2016) focuses on achieving active community engagement to promote quality learning and literacy at pre-primary, primary and secondary school level as well as in out of school programmes (youth and adults). Through this Strategic Plan, HakiElimu has gone beyond identifying problems and challenges to identifying solutions and best practices.

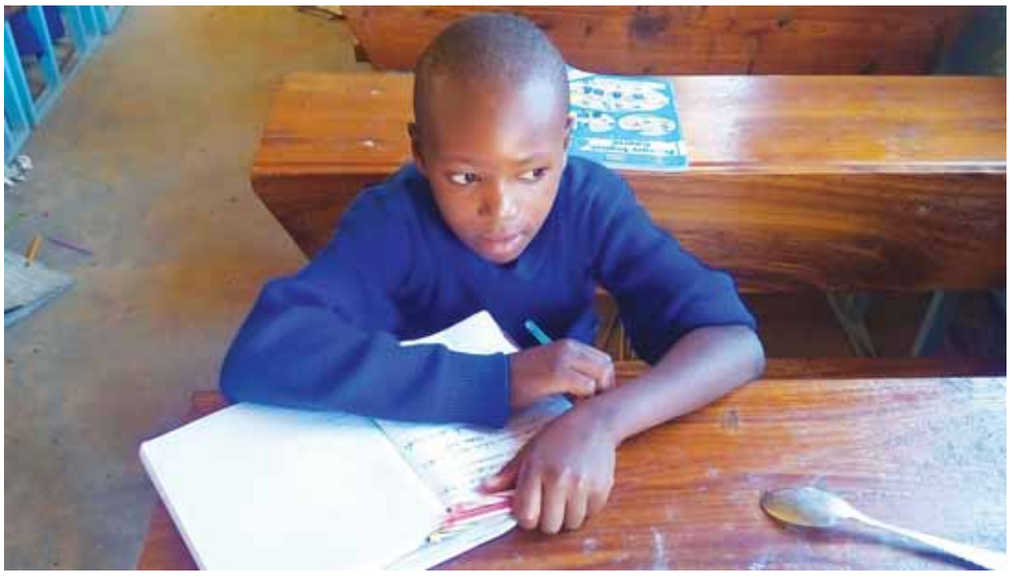
In 2015, HakiElimu activities focused on advocating for transparency, good governance and effective allocation, dispersion and management of funds and other resources to schools. Our programme also promoted quality teaching, with emphasis on the availability and responsibility of teachers in schools, and provision of education that promotes critical thinking, creativity and civic responsibility alongside literacy and numeracy. The organisation facilitated active community engagement and participation in school management by working with school committees and enhancing organisation and mobilisation skills among our national pressure group Friends of Education. The programme has also cultivated partnerships at the central and local government level, with a view to transforming power relationships for increased transparency, accountability and good governance.



2.0 CELEBRATING YEAR 2015's SUCCESSES

2.1. KEY ADVOCACY ISSUES IN 2015

2.1.1. Campaign 1: Promoting numeracy and literacy in primary schools



National education statistics shows enrolment of children in pre-primary education is only 36.9% *(BEST 2015)* and we know from experience that poor learning and teaching environment in primary schools in general is a contributing factor to this, affecting all students in their early years. As such, two years ago we launched a campaign for improved literacy in primary schools and learning at pre-primary level (Early Childhood Education). The campaign was delivered through media but also focused on local communities and HakiElimu's programme schools in targeted districts - this involved renovation of 13 pre-primary classrooms, training of 21 pre-class teachers and provision of teaching and learning materials.

Results of the campaign: As a result of the campaign together with the efforts of other stakeholders, the government of Tanzania has been granted support from the Global Partnership for Education (GPE) to implement the Literacy and Numeracy Education Support Programme (LANES) which seeks to transform the teaching of basic literacy and numeracy for children aged 5-13 years[1].

As part of the LANES programme, the government introduced a new curriculum for Standard 1 and 2 pupils, reducing the number of subjects from 7 to 3 in order to give children a better chance to concentrate on building their literacy and numeracy skills. A massive in-service training was delivered to primary teachers with the aim of ensuring effective delivery of the programme. HakiElimu is very optimistic about these changes and we will continue to report on further progress achieved in this area.

1 This was revealed by Ms. Agripina Habitcht , LANES National Coordinator

2.1.2. Campaign 2: Shortage of toilets in schools

HakiElimu conducted a media campaign to raise awareness and stimulate debate around the shortage of adequate toilets in primary schools. Through spots in a number of different TV, radio channels and social media, the campaign managed to generate mass support to influence change in this important yet neglected area.

> According to the 2014 Basic Education Statistics in Tanzania (BEST) there is an acute shortage of 27,736 pit latrines in primary schools, equivalent of a 60% shortage of toilets across all schools in the country. Toilet to pupils' ratio stands at 1:53 for boys instead of the recommended 1:25 and 1:51 for girls instead of the recommended 1:20. The poor attendance of girl students in secondary schools and upper classes in primary schools is to some extent caused by this poor sanitation. Some schools, for example Liwiti and Misewe primary schools in Ilala district, Bigira primary schools, Rorya district and Tegeta A primary school in Kinondoni district have even been closed due to lack of toilets.

Our campaign TV spot, which portrayed pupils from pre- primary to standard seven, scrambling to use the only available pit latrine in the school, went viral on social media.

Consequent public discussions centered on whether it is sorely the government's duty to construct latrines for pupils and teachers. About 70 percent of those who commented on our Facebook page have condemned the government for failure to provide proper school infrastructure. Leaders responded by promising to influence the incoming government after elections to remedy the situation. Others insisted that teachers, parents, school committees and local government leaders should solve the problem in their areas.

Results of the campaign: During elections, some political candidates did indeed make promises to remedy the situation. The elect Member of Parliament for Geita constituency, Constantine Kanyasu, promised that he would construct pit latrines in all primary schools in Geita district. Furthermore, corporate organisations sought partnership with HakiElimu in order to construct toilets in specific local schools - Bolloré Africa Logistics resolved to support Msasani A primary schools with toilets and bio-gas plant as part of their corporate social responsibility, and the Parastatal Pension Fund (PPF) has also approached us and are in the process of determining future construction support to schools. Lastly, Lions Club members have expressed their readiness and willingness to support some schools with toilets.

> As a direct result of our past "Tafakari Time" shows in 2013, the government through the Tanzania Education Authority (TEA) decided to develop a project to construct dormitories for girls' students in some secondary schools. One of our TV programmes in 2015 was a follow up on this and revealed that the government has actually constructed girls' dormitories at Kibaigwa Secondary School, Dodoma.

2.2. IMPACT OF HakiElimu's POLICY ADVOCACY WORK

Ultimately, HakiElimu's advocacy work aims to achieve changes in the educational system in Tanzania; in policy as well as the performance of government officials responsible for education. In 2015, major changes took place following several years of advocacy work.

2.2.1. Government introduces the New Education and Training Policy (ETP 2014)

One of the greatest achievements ever for HakiElimu took place in 2015 with launching of the new Education and Training Policy (ETP 2014). It has been a long road leading up to this success - 5 years of advocacy, interventions and engagements by HakiElimu together with the government and other stakeholders in the sector. The new policy, effective from January 2016, addresses some of the major issues that have been prevalent in the Tanzanian education system:

- Restoration of the use of a single text book for each subject
- Making preprimary education compulsory; a child will now not enter primary level without going through a preprimary class
- Introduction of fee free basic education from primary to secondary level
- Decrease in primary level years from 7 to 6 years (there will now be no standard seven)
- Combining Pre, Primary and Ordinary level secondary educating into "basic education" (Secondary education will now also be compulsory)

For 5 years, our advocacy has highlighted the ineffectiveness and flaws of the previous policy. We finally started seeing movement from the government in January 2013, when James Mbatia (MP) tabled a special motion on the need for a review of the ETP and the curriculum, sparking a heated debate in Parliament, social media and print media. In response, President Kikwete promised that "the Education Policy and Curriculum will be reviewed to reflect the current demands in our education system and to meet international standards". He approved the new ETP in 2015.

2.2.2. Passing of the Teachers Services Commission Act (2015):



Another great success that we are proud to announce is the introduction of the Teachers Services Commission Act, passed in 2015. This Act will establish the Teachers Commission - an independent body that will control the teaching profession and restore the values that have been lost over the years. HakiElimu has been instrumental in achieving this result - we started campaigning for an independent teacher's professional body in 2011. As part of this we prepared a position paper on "Restoring Teachers Dignity" and have been urging the government to pay teachers' outstanding debts, facilitate in-service teachers training and management and address teacher absenteeism - assuming that these changes will end teachers grievances.

During 2014's parliamentary budget debate, the Government through the Prime Minister finally committed to form a special body that would deal with teachers' grievances and problems, teacher development and compliance. On 23rd of June 2015, HakiElimu was invited by the Social Services Parliamentary Committee to a public hearing to discuss and comment on the bill. On the 8th July the bill was tabled in parliament and finally became enacted as new legislation. As a result, the Government has already paid some teachers outstanding debts, reducing outstanding debt from 61 Tsh billion in 2014/2015 to 14 Tsh billion in 2015/2016.

2.2.3. Passing of the Budget Act (2015)

Budget transparency and accountability in the education sector and Tanzania in general has been another focus of HakiElimu's advocacy work over several years time. We can now celebrate the enactment of the Budget Act (2015), bringing with it the establishment of a Parliamentary Budget Office. This is a stepping stone to improve transparency and accountability in Tanzania. Through Open Budget Surveys and the Budget Working Group (BWG), chaired by HakiElimu, we have advocated for the Budget Act and the introduction of a Parliamentary Budget Office (PBO) since 2012. We directly influenced 20 MPs to introduce the PBO, and in April 2015, the Government finally tabled the Budget Bill, which was discussed and approved by the legislature.

2.2.4. Influencing government Education Budgets

In the 2015/16 government budgeting process, HakiElimu managed to influence the resource distribution in draft education budgets - a necessary step towards addressing key challenges in the sector. Hurdles to schools' inspection, teachers' claims, recurrent versus development expenditures, project funding and effective capitation granting to schools are among the key problem areas.

Ahead of the annual budgeting process in 2015, we published a statement urging different stakeholders to pay attention to these issues, specifically targeting the Social Service Parliamentary Committee, Ministry of Education and Vocational Training, Ministry of Finance, Local Authorities Accounts Committee and the Shadow Minister for Education. As a next step, we provided a constructive written reaction and recommendations to the government.

As a result of this rapid reaction and synergy with stakeholders, the government was directed and advised in the parliament to deal with the following issues in 2015/16 financial year:

- To facilitate the School Inspection Department to become an independent authority with full autonomy and its own budget; budget should increase from 18.5 Tsh billion to around 50 Tsh billion per year
- Government should make sure that development project funds are raised from domestic sources and disbursed on time

- On teachers motivation, PSWC advised the government to consider paying hardship allowance to teachers and to offer opportunity for further studies and in-service trainings
- Government should balance recurrent and development expenditure to a ration of 60% and 40% respectively

The Minister for Education committed to heed the recommendations given. HakiElimu is closely following up this commitment to the end of the financial year and will report on the implementation status.

2.2.5. Other key progress areas

Besides for the major changes in law and policy outlined above, HakiElimu also made contributions in the following areas and forums during 2015:

- Education Week and Annual Education Sector Review
- Global Week of Action on quality of education
- Review of *Incheon Declaration* (Frame of Action-Education 2030: "Towards inclusive and equitable quality education and lifelong learning for all")
- Plan of Action through CSOs forum
- Collaboration with RESULTS Education Fund to pilot the Right to education Index
- Chairing the Budget Working Group (BWG) to advocate for budget transparency

The Government has committed to improve school inspection by establishing a Quality Assurance Board which will act as an independent school inspectorate authority in Tanzania. To this end, Development Partners pledged to provide USD 94 million in 2015/2016 budget to improve inspection in Tanzania. We will continue monitoring the efforts to strengthen school inspection.



3.0 PROGRESS IN HakiElimu's PROGRAMME AND MODEL SCHOOLS

Its four years since HakiElimu started implementing a strategy that seeks to pilot best practice in education in 83 schools in 11 districts with the aim of understanding and creating evidence around what works on a local level in our sector. Interventions in the 11 districts[2] involve collaborative efforts aiming to improve learning, teaching, governance, and community participation in a local setting. The below is a breakdown of results and achievements in our programme districts in 2015:

3.1. Community dialogue promoted participation



"Community dialogues "was a strategy used to promote community participation in education programmes. The dialogues in programme districts[3] sought to solicit views and enlighten people on policies and development issues in order to improve their participation and support to schools. A total of 33 community dialogues were conducted in 11 districts, attended by over 1,000 participants.

As a result, participation in school development activities has increased. Head teachers in programme schools have acknowledged that reduced truancy and harmonious relations between parents and teachers can be attributed to continuous community dialogues. Furthermore, parents' awareness on the importance of Early Childhood Education has increased, leading to more children being enrolled in pre-classes and Standard 1 as reflected in annex 4 of this report.

Parents' support to schools also increased. In 2015, they were instrumental in mobilizing resources that were used to renovate 13 pre-classes in the 11 programme districts. In Kilwa parents also managed to construct 8 pit latrines at Masoko primary school using their own resources.

2 Kilwa, Kilosa, Arusha, Iramba, Tabora, Kigoma, Muleba, Ukerewe, Serengeti, Bariadi and Musoma.
3 Musoma, Ukerewe, Bariadi, Muleba, Tabora, Kigoma, Iramba, Arusha, Kilombero, Serengeti, and Kilwa

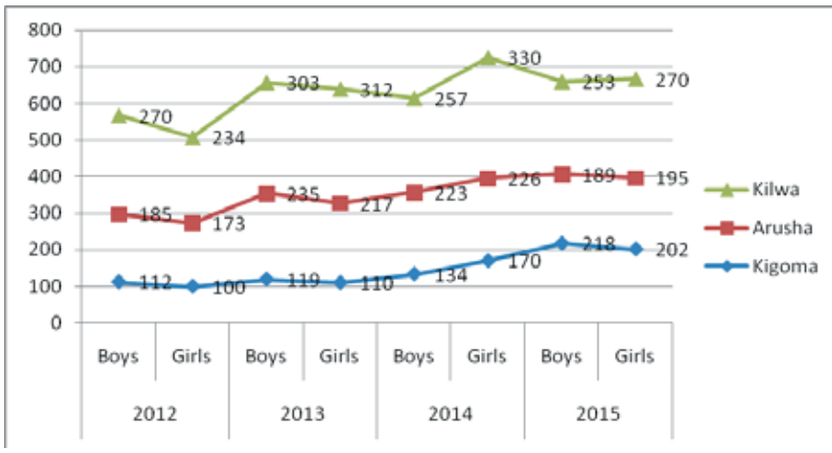
3.2. Early Childhood Education (ECE) promoted across progra mme schools

Early Childhood Education has been one of HakiElimu's campaign themes for the past two years, targeting programme districts and schools with a view to improve enrolment in pre-classes. To this end, we also facilitated the renovation of 13 dilapidated pre-class rooms; training of 21 pre-class teachers to improve their management and teaching skills, as well as provision of basic teaching and learning materials such as books, sports gear, and other instructional materials. Together with increasing parents' awareness on the importance of pre-primary education, this combination of strategies contributed to improved enrolment and attendance of children in programme schools.

This provides a good case study that many parents were not sending their children to preprimary classes because of poor learning and teaching environment in these schools.

> *"Community awareness campaigns and the renovation of pre-class rooms motivated parents to contribute more funds to renovate other classes. By end of August this year parents have contributed Tsh 1,000,000 for this purpose. Getting such a huge amount of funds in a short period has never happened before. HakiElimu hasplayed a significant role in changing the mindset of these people. Now they own the school and they feel obliged for its change"* [Head Teacher of Miteja primary school in Kilwa]

> *"In 2014 we had only 45 children in pre-class. After renovating the pre-class room last year, we enrolled 136 children this year. It's now difficult to handle as they are all in one class and we do not have an extra class to allocate for pre-class students",* [Head teacher of Mkabogo primary school in Kigoma]



- 1,074 children were in pre-class in 2012.
- In 2015 the number increased to 1,327

Source: Data collected from 3 program districts-13 primary schools

GRAPH: Pre-class enrolment trend Kigoma, Arusha and Kilwa

3.3. Strengthened Capacity of School Committee in Managing Schools

Improving leadership and management of schools was another area given attention in 2015. A total of 43 school committees from the 11 districts participated in this training, benefitting 81,2% of school committee members (473 individuals). The training emphasized reflecting on their performance, sharing experiences and learning new leadership and management skills. More importantly, a school committee guideline book was developed, and shared to all programme school committee members.

The trainings have led to improved performance, attendance in meetings and engagement with parents by the committee. The effect of this improved performance is already visible in programme schools:

- Increased enrolment; in Kigoma for instance attendance rate rose to an average of 90% in 2015 compared to 75% in 2012
- Reduced truancy
- Improved relationship between parents and teachers
- Improved attendance of parents in school meetings
- Establishment of school feeding programmes
- New school development plans that address existing challenges
- Establishment of income generating activities to improve school revenue
- Conflict resolution at schools

In Muleba, the newly trained school committee was able to influence parents to mobilise resources as well as participate in constructing a pre-classroom at Bugasha.

3.4. "3R" Students Clubs Improving Literacy and Academic Performance

Since 2012, we helped 43 primary programme schools to set up student clubs, and each of these were supported with learning materials with the aim of reducing illiteracy, supporting students to master the "3Rs" (reading, writing, arithmetic) and improving general academic performance. In 2015, HakiElimu supported the clubs with further books and to conduct competitions intended to assess progress and encourage participation of students in the clubs.

The 3R clubs have contributed significantly in reducing the problem of illiteracy. From data collected in our regular monitoring visits, we know that within a short time, the problem has been eradicated in higher classes and now mainly remains with students from class one and two. This was not the case before HakiElimu interventions - some students used to complete standard seven without mastering the 3Rs (reading, writing, arithmetic). Looking at Primary School Leaving Examination results, performance in five of the programme schools has improved in subjects that previously posed challenge. Performance in Mathematics rose from 54.7% in 2014 to 72.6% in 2015. In Science, the pass rate rose from 65.9% in 2014 to 75.2% in 2015 (Source NECTA).

"We used to have a number of students completing their primary circle (standard seven) without mastering the art of writing, reading and arithmetic. However, with the introduction of students clubs and more efforts from the teachers, this problem is almost eradicated. We no longer have students who cannot read, write and count from class three to seven. The problem is in standard one and two"- [Mama Sargas, the head teacher of Ruhobe primary school in Kigoma]

Standard Seven (7) examination successes in model schools 2014-15

School	Number of candidates		School average score	
	2014	2015	2014	2015
Mkabogo	23	27	119.2	149.9
Mwisenge B	77	76	97.6	126.1

3.5. Community Libraries increasingly supporting student and adult literacy

HakiElimu has been working with 38 community libraries managed by the *Friends of Education* in districts[4] across the country. Apart from being used to promote adult literacy, these libraries are also used for awareness creation and providing access to books in the most deprived surrounding schools. These linkages have been very helpful in raising the reading culture among students and contributing significantly in improving masterly of 3Rs.

In 2015, "Tusome Day" campaigns *(eng: let's read)* were conducted in five different community libraries. Moreover, 5 community libraries were supported with furniture (shelves, tables, and chairs). These efforts led to a massive increase in the number of users from around 3,000 in 2014 to over 10,000 in 2015. In Ukerewe, Serengeti and Uvinza the libraries have even established adult literacy programmes. Over 100 adults are registered and attending literacy sessions in the community libraries.

> *"We have 54 students in our adult literacy classroom. More people keep coming. Some of them have started mastering the basic literacy skills, that is, writing, reading and numeracy. They are happy and more are encouraged by the DEO who keeps coming to motivate them. They believe by having the basic literacy skills they will be able to handle a lot of matters surrounding their life".* [Facilitator of Nampisi Adult literacy programme].

3.6. School monitoring by *Friends* and citizens of programme districts

Community and school monitoring is very important for enhancing good governance and accountability of all actors on the use of public resources. In strengthening the capacity of citizens to monitor policy and school progress, a citizen monitoring guide was developed (18,000 copies) and distributed to *Friends of Education* who subsequently used this knowledge to monitor school development programmes.

73 focal *Friends* were involved in the annual school performance monitoring, focusing on the status of Form One enrolment in 42 secondary schools as well as in monitoring Big Results Now (BRN) performance in 10 districts. These activities have enhanced *Friends'* ability to share information with community members, debate current challenges and propose solutions for changes. A total of 440 Friends participated in these seminars in their respective districts. These have helped in increasing the monitoring frequency and reporting schools progress.

4 Ukerewe, Masasi, Kilwa, Kilosa, Serengeti, Kigoma, Magu, Sumbawanga, Ilala, Tabora, Uvinza, Mvomero, Musoma, KasuluKorogwe,

4.0 *"Friends of Education"* - HakiElimu's GROWING PRESSURE GROUP

The Friends of Education movement is an important pressure group used by HakiElimu to enhance community participation in education across the country. Together with HakiElimu, Friends of Education have been playing a significant role in determining community education needs and demands and in mobilising communities as well as resources to address challenges across the country. To date, the movement has a total of 38,491 (13,521 women, 23,776 men, 862 groups, and 332 unknown) members scattered all over the country. Their contributions in improving education differ from place to place.

Friends of Education had a very good year in terms of strengthening and expanding the movement. Sensitisation meetings and radio programmes conducted in 2015 helped to recruit 724 new Friends (342 women, 341 men, and 41 groups) - almost twice the number recruited in 2014. Here are examples of the most important achievements:

In Mara and Arusha regions, teams of *Friends* have been campaigning for the rights of girls to education. Their efforts have contributed in improving the enrolment of girls in schools in their areas.

"Parents used not to value education for their girl children. They preferred early marriage over sending their girl child to school. Our campaign involving traditional leaders has given positive results. In some areas including the once most difficult wards like Machochwe, the number of girls in schools outnumber that of boys. There has been increased level of awareness on the importance of education among parents"[Said Wenceslaus Byabato a Focal Friend in Serengeti].

In Geita, *Friends* campaigned against child labor in mineral extraction areas. They carried out a number of sensitisation meetings and radio programmes that led to increased awareness on the effects of child labor. In Babati, *Friends'* initiatives helped to rescue and integrate back to school 28 street children.

Friends have continued being instrumental in engaging parents and local government authorities to improve academic performance in their areas. Their endless efforts have resulted in increased enrolment of children in schools and in reducing truancy.

"Both parents and students were not aware of the importance of early childhood education but as of now after a number public forums conducted it has been made clear to them" [Friend of Education – Tabora]

In HakiElimu'sprogramme districts, Friends were the force behind mobilising resources to renovate 13 pre-classes.

HakiElimu supported *Friends of Education* in 5 regions[5] to communicate their views on education and governance using community radios. Several radio stations around the country have requested for Friends to appear, and in the area Mpanda *Friends of Education* have even broadcasted at zero cost. The following are examples of success:

- Mpanda Friends have officially been invited into the Regional Education Committee where they now sit once a month with education officers, councilors, and Regional Education Committee to discuss and share inputs on how they can improve education in Katavi.
- In Musoma, *Friends of Education* were invited to establish students clubs at Kamguruki primary school at Nyakatende following their participation in radio programmes on Victoria FM.

5 Manyara, Katavi, Mara, Mtwara and Shinyanga

5.0 COMMUNICATION STRATEGIES IN 2015

Key campaign issues along with a number of other important topics have been communicated through a set of strategies in 2015 - all with the aim of creating public debate around issues of education and democracy. There is evidence of increased public interests in education matters as well as in HakiElimu's advocacy messages. This is obvious from the increasing number of subscribers in our platforms; the level of engagement in strategic posts and the reach of our advocacy messages. The following is a summary of how we reached out to the public through the media to support our various advocacy and campaigning issues.

5.1. Press: Thematic feature articles in Mwananchi Newspaper

Eight feature articles written by HakiElimu were published in Mwananchi newspaper. Taking advantage of the 2015 General Election, the articles centered around improving learning infrastructure, emphasising on the importance of electing good leaders who will prioritise and transform education.

5.2. TV: "Tafakari Time"programmes



With interest to present HakiElimu's perspective on a variety of education issues in Tanzania, we produced our own TV programme that captures the voices of ordinary people, education specialists and social advocates. During the year, 12 TV programmes were broadcasted, presenting original footages, evidence and people's voices from different parts of the country. Besides for linking into the main campaign issues, the following themes were also covered in the programmes:

- Pupils' participation in economic activities during class hours
- Poor registration of Form One students due to poverty
- Follow up on government's promise to start a girl students' dormitory construction project

- Transport challenges facing students living on islands
- Best practices in education
- Highlights on 2013 and 2014 HakiElimu research findings
- Citizens' expectations in education in the next five years
- *Friends of Education* initiatives in Manyara

5.3. Social Media: Significant expansion of online community

We have put significant effort into expanding our online awareness raising through social media.

HakiElimu has managed to exceed its 2015 target to reach 50,000 fans on Face book page and 40,000 followers on Twitter. Currently, HakiElimu Face book page records 70,500 fans and Twitter has 40,200 followers. According to an analytical report from Social Bakers, a global social media network statistics company based in the Czech Republic, HakiElimu's social media platforms command the largest audience out of all Non-Governmental Organisations in Tanzania. *(Ref. http://www.socialbakers.com/statistics/)*

5.4. Research and publications

HakiElimu produces a variety of publications; reports, briefs, working papers, position papers and popular publications. These are distributed through mass mailing, during exhibitions and meetings, and through our office front desk. The main target audiences for our publications include *Friends of Education*, students, government officials and partners. Our research and publications seek to make available reliable and evidence-based information, raise awareness and stimulate debate and action amongst these target groups.

As part of the 2015 publications, HakiElimu invested in conducting research to monitor implementation of government policy while establishing the root causes of why teaching is not happening as it should across the country. The following research reports were published in 2015:

"One year of BRN in Education" - The brief identifies several challenges in the government's Big Results Now programme; for example failure of BRN to meet its commitment of disbursing 100% of capitation grants to schools. In the programme's first year, only 42% and 48% of intended capitation grants were disbursed to primary and secondary schools respectively. Another failure was on renovation of school infrastructure such as classrooms and pit latrines where only 56 schools out of 792 planned for 2013/14 were renovated.

"HakiElimu Position Paper on Education and Training Policy 2014" - This analysis came up with three major observations. **1)** While HakiElimu commends the move to fee free basic compulsory education, it raises concerns around implementation seeing as schools traditionally depend on parents contributions for covering admin budgets. **2)** The science and technology gap; while many countries now accommodate new ways of learning using science and technology, the new policy does not address this area. **3)** On the language of instruction; we feel this is one of the issues that need to be addressed squarely and without any ambiguity. Unfortunately the policy is ambiguous on this, giving the impression that both Kiswahili and English are going to be used as the language of instruction at secondary school level.

"Ten Years of Jakaya Kikwete Presidency in Education" - The analysis shows that while President Kikwete's government was impressive in expanding education opportunities to millions of children, his presidency brought the poorest quality education that the system has seen in the history of independent Tanzania.

"Teachers motivation, job satisfaction and school Inspection status in Tanzania" - The analysis shows that only 1% of interviewed teachers are satisfied in their jobs. Respondents attributed lack of promotion opportunities, poor salaries and working environment to teachers' lack of motivation.

HakiElimu has actively disseminated large volumes of publications in 2015. Two mass mailings were conducted in April and November, disseminating a total of 319,220 copies of various publications (reports, brochures, booklets, calendar, and briefs). 285,070 of these were posted to 19,095 Friends of Education members, and 34,153 targeted 5,515 different partner organisations. A further 3,047 publications were also distributed to various individuals and organisations through the HakiElimu front desk.

Published in 2015	Number of copies
2014 Annual Report	250
Mid-Term Evaluation Report	250
2014 Research Report	14,000
School Committees Training manual	16,000
Cartoon booklet	18,000
2014/2015 Post Budget Analysis	3,000
Ten Years of JK presidency report	2,000
2016 Calendar	40,000
Government promises in Education Report	3,000
Working paper	2.000
Brief	2,000
Total	**100,500**

5.5. Mass Media: Engaging journalists to spread messages

Media engagement and information sharing is a critical aspect of HakiElimu's work. HakiElimu maintains supportive and professional relations with the media, and vice versa, media considers HakiElimu to be an important source of reliable and evidence-based information. We see media outlets as partners in advancing quality education and democracy.

In 2015, HakiElimu conducted six press conferences to share information and our position on certain issues. These included:

- HakiElimu's position on the implementation of Big Results Now (*BRN-a government programme*) initiative in education.
- The state of capitation grants for schools
- The state of education in Tanzania
- Open Budget Index - Presentation of our report that monitors our findings from the Open Budget Survey
- Launching of HakiElimu Think Tank
- Review of 10 years of Jakaya Kikwete presidency in education.

HakiElimu has also expanded its engagement with community radios by linking *Friends of Education* to five different radio stations around the country (Victoria FM - Musoma, Radio Manyara - Babati, Sibuka FM - Shinyanga, Safari FM - Mtwara and Mpanda FM –Katavi). This activity seeks to provide a platform for Friends to air their voices on prevailing education challenges and demand justification or explanations from their local leaders.

5.6. Monitoring media trends

Through a media monitoring agency, HakiElimu has been monitoring public opinion and trends in the education sector, both print and electronic media, on a daily basis. This year, a total of 2,719 print and electronic stories were captured and shared with staff and partners. The same were also uploaded on the organisation's website. Media monitoring has kept HakiElimu well informed of current events in democracy and education, boosting our organisational learning, availability of references as well as our accountability - helping us to plan for appropriate interventions. For example, because of media monitoring HakiElimu was compelled to organise a mini media survey in Serengeti on the alarming trend of secondary school students in the district, dodging classes for child labor in tobacco plantations. The issue was reported to the local authorities and schools.

Through media monitoring HakiElimu is able to gauge public perceptions and discussion on its advocacy messages, to establishing impact of our media work. For example, through media monitoring we were able to know that there was increased reportage on shortage of toilets in primary schools.





6.0 ORGANISATIONAL DEVELOPMENT AND PROGRESS AT HakiElimu

Ongoing investments in internal development at HakiElimu are all in service of having an organisation that is respected for influencing and improving policy, transparency, accountability, equity and justice in education and democracy. The following are the most significant institutional events at HakiElimu this past year:

Governance: A first ever field visit for was organised for Board Members to programme districts and schools - giving them a firsthand experience of what the organisation has been doing over the past three and a half years. Through this and other efforts during this past period, relations between management, Board Directors and Founder Members have been considerably strengthened. Four new policies were introduced by the management and passed by the board: Child Protection, Gender, Procurement and ICT.

Financial performance: HakiElimu has built up its operational systems to ensure compliance with a wide array of donor regulations and requirements. HakiElimu assures that the organization maintains integrated financial and management control systems to ensure its accountability for funds and this has enabled us to continue maintaining clean audit records.

Organisational development: A number of efforts were made to strengthen programme delivery in 2015:

- Training in report writing for staff
- Improvements in branding and packaging of disseminated publications
- A learning committee was set up for managing staff capacity building
- A Think Tank consisting of 11 education gurus was set up to provide advice and technical input and ensure effective engagement by HakiElimu
- A roadmap was created for the upcoming strategy development, to take place in 2016
- We managed to keep 100% staff retention



7.0 PARTNERSHIPS

To all the following - thank you for your help, collaboration, input, guidance, support, funding and partnership in 2015!

Government	Funders	Collaboration and networking	Others
• Members of Parliament • Parliamentary Social Welfare and Services Committee • Local Government Authorities in program districts • Tanzania Revenue Authority	• DFID/KPMG • Irish embassy • Global Affairs Canada • SIDA • World Bank • BELA • Terre des Hommes Netherlands	• LHRC • TGNP • TECDEN • Daraja • TWAWEZA • Policy Forum • Friends of Education • TEN/MET • International Budget Partnership • Right to Education Fund	• Editors • Journalists • Media Houses/ owners/directors • Media Production Companies • Printers & publishers • Media Monitoring Companies • Media Council of Tanzania

8.0 FINANCIAL SUMMARY

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER, 2015

ASSETS	Notes	31 December 2015 TZS "000"	31 December 2014 TZS "000"
Non-current assets			
Property, plant, and Equipment	4	687,352	754,262
Intangible assets	5	989	3,958
Total Non-current assets		**688,341**	**758,220**
Current assets			
Accounts receivables	6	150,251	40,249
Investment in fixed deposits	7	-	16,471
Cash and cash equivalents	8	1,092,904	925,106
Total current assets		**1,243,155**	**981,826**
Total assets		**1,931,496**	**1,740,046**
RESERVES AND LIABILITIES			
Reserves			
Accumulated funds		105,471	86,428
Deferred capital grants		155,935	191,143
Revaluation reserve		625,715	518,870
Total reserve		**887,121**	**796,441**
Current liabilities			
Deferred revenue grants	9	896,186	722,301
Accounts payable	10	138,486	204,662
Social welfare funds	11	9,703	16,642
Total Current Assets		**1,044,375**	**943,605**
Total equity and liabilities		**1,931,496**	**1,740,046**

The notes on pages 14 to 31 form part of these financial statements.

Report of the Auditors –Pages 8 to 9

The financial statements on pages 10 to 31 were approved by the Board of Directors and signed on its behalf by:

Martha Qorro
Chairperson

Date: 24/03/2016

John Kalage
Executive Director

Date: 24/02/2016

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER, 2015

	Notes	31 December 2015 TZS "000"	31 December 2014 TZS "000"
INCOME	9		
Revenue grants		4,255,202	4,119,421
Other income		19,044	11,238
Total income		**4,274,246**	**4,130,659**
EXPENDITURE			
Media and Advocacy		(1,214,188)	(1,268,403)
Citizen Engagement and Action		(665,921)	(756,882)
Research and Policy Analysis		(527,493)	(411,127)
Strategic Direction Leadership		(622,433)	(673,455)
Finance and Administration		(1,135,899)	(962,777)
Contingency		(89,269)	(46,777)
Total Expenses	18	**(4,255,203)**	**(4,119,421)**
Surplus/(deficit) for the year		**19,043**	**11,238**

The notes on pages 14 to 31 form part of these financial statements.

Report of the Auditors –Pages 8 to 9

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER, 2015

	Accumulated Fund TZS "000"	Deferred Capital Grants TZS "000"	Revaluation Reserve TZS "000"	Total TZS "000"
At 1 January 2014				
Opening balance	588,867	230,195	634,743	1,453,805
Prior year adjustment	(594,878)	-	-	(594,878)
Restated opening balance	**(6,011)**	-	-	**858,927**
Additions for the year	-	42,870	-	42,870
Release of depreciation	-	(115,155)	-	(115,155)
Adjustment on gain/(loss) on disposal	-	(1,440)	-	(1,440)
Charge on revaluation	-	34,672	(34,672)	-
Adjustment on the accumulated funds	81,201	-	(81,201)	-
Surplus for the year	11,238	-	-	11,238
At 31 December 2014	**86,428**	**191,142**	**518,870**	**796,440**
At 1 January 2015				
Opening balance	86,428	191,142	518,870	796,440
Additions for the year	-	26,613	-	26,613
Release of depreciation	-	(96,492)	-	(96,492)
Adjustment on gain/(loss) on disposal	-	-	-	-
Charge on revaluation	-	34,672	(34,672)	-
Allocation – deferred revenue grants	-	-	141,517	141,517
Surplus for the year	19,043	-	-	19,043
At 31 December 2015	**105,471**	**155,935**	**625,715**	**887,121**

The notes on pages 14 to 31 form part of these financial statements.

Report of the Auditors –Pages 8 to 9

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER, 2015

	Notes	31 December 2015 TZS "000"	31 December 2014 TZS "000"
CASH FROM OPERATIONS			
Cash used in operation	12	(166,648)	(90,754)
Other income for the year		19,044	11,238
Operational surplus before change in working capital		**(147,604)**	**(79,516)**
INVESTMENT ACTIVITIES			
Acquisition of property, plant and equipment		(26,613)	(42,870)
Acquisition of Intangible assets		-	-
Net cash used in investing activities		**(26,613)**	**(42,870)**
FINANCING ACTIVITIES			
Net deferred revenue grant (Released)		173,885	127,423
Revaluation – Allocation from deferred grants		141,517	-
Capital grants released		26,613	42,868
Net cash flows from financing activities		**342,015**	**170,291**
Net (decrease)/increase in cash and cash equivalents		**167,798**	**47,905**
Cash and cash equivalents at 1 January 2015		925,106	877,201
Cash and cash equivalents at 31 December 2015		**1,092,904**	**925,106**

The notes on pages 14 to 31 form part of these financial statements.

Report of the Auditors –Pages 8 to 9

9.0 ANNEXES

9.1. Annex 1: Case Study from Muleba District: Demonstrating what works

A survey conducted in 2012 shows that pre-primary education is a severely neglected area in Tanzania. Schools reported low enrolment in pre-primary classes, inadequate teaching facilities and in some cases unqualified teaching staff for these classes. Haki Elimu decided to take this problematic area on as part of its advocacy efforts.

In light of this, 22 pre-primary teachers from HakiElimu's 43 Programme Primary Schools were trained in Montessori teaching and nurturing practices at St. Alberto Teachers College in Mara region in 2014. Acquired knowledge would not only be used in teachers respective classrooms but it would also help scaling up the knowledge gained to other teachers who could not attend the training within their district. In 2015, we spotted an excellent example of up-scaling in Muleba District where Miss Sylvia Mulokozi, one of the trained pre-primary teachers, was used by the District Authorities to pass on her skills by training others.

World Vision (an international NGO) organised a pre primary teachers' training in Muleba in collaboration with the District Council, and because they had prior information about Sylvia being trained by HakiElimu, they decided to engage her to train 20 of her colleagues. Apart from utilizing the given skills in class, she is now used as an instructor to other fellow teachers within the district.

Asked to explain why she volunteered to share her knowledge and skills with other teachers in the district, Sylvia says:

"You know when we were trained by HakiElimu in Musoma in 2014, they insisted that the knowledge we received will be of no use if we keep it to ourselves. Though it was aimed at improving instruction in our respective classes, HakiElimu said we were supposed to share the knowledge we had gained with other teachers who did not have the opportunity to attend that seminar. This is the reason I did not hesitate to share my skills and knowledge when I was approached to train other teachers in that World Vision training."

On improvements in her teaching, Sylvia says the following:

"I would say I am now different in terms of how I approach my classes, how I prepare children for a class. The tools and methodologies I use to teach are quite simple and understood by children as compared to the former approach. I am now happy that I have shared what I have to my colleagues, it makes me proud and it has added to a number of trained teachers, I hope children and the society will benefit from us."

'For the time being we do not care where we sleep, provided that we can go to school and learn'. - John Fadhili, 13



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