Annual Report 2017



Covering the Period of January to December 2017

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Abbreviations and Acronyms

BEST	Basic Education Statistics in Tanzania
CIVs	Community Information Volunteers
CSOs	Civil Society Organisations
DEO	District Education Officer
DP	Development Partner
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
FRIENDS	*Friend of Education*
FY	Financial Year
FYDP	Five Years Development Plan
IBP	International Budget Partnership
GAWE	Global Action Week for Education
GBV	Gender Based Violence
JESR	Joint Education Sector Review
LGAs	Local Government Authorities
MEAL	Monitoring, Evaluation, Accountability and Learning
MDAs	Ministries Departments and Agencies
MoEST	Ministry of Education Science and Technology
MoF	Ministry of Finance
MoHCDGEC	Ministry of Health, Community, Development, Gender, Education and Children
MPs	Members of the Parliament
NVC	Non Visually Challenged
NGO	Non-Governmental Organisation
OBS	Open Budget Survey
PETS	Public Expenditure and Tracking Survey
PO-RALG	Presidents Office-Regional Administrative and Local Government
PFR	Programme for Results
REF	Results Education Fund
RELI	Regional Education Learning Initiative
RTEI	Right to Education Index
SAM	Social Accountability Monitoring
SPM	School Performance Monitoring
VAC	Violence Against Children
VACiS	Violence Against Children in Schools
VC	Visually Challenged

Executive Summary

In 2017, HakiElimu started to implement its new five year Strategic Plan that aims at addressing challenges in the education system including violence against children in schools, lack of inclusion and increasing girl's retention, transition and access to education. The 2017 Annual Report summarises the key Programmatic and organisational achievements and challenges in implementing the first year of our five-years Strategic Plan 2017–2021 which encompasses three Programmatic outcomes and 1 organisational outcome:

Outcome 1. Improved education system that promotes equity, inclusive and effective learning
Outcome 2. Citizens are informed, organised and engage in critical problem solving, monitoring governance and provision of quality education
Outcome 3. Government and stakeholders are responsive and accountable to provide inclusive and quality education
Outcome 4. Organisational capacity for effective programme implementation strengthened

None of this work would have been possible without the long term support of our donors and partners. We would like to acknowledge the support of Sida, Global Affairs Canada, Comic Relief, Results UK, Foundation for Civil Society, Firelight Foundation and our private donor for their support in 2017. We look forward to deepening our collaboration and impact through 2018 and the coming years.

Key Achievements

Outcome 1: Improved education system that promotes equity, inclusive and effective learning

Identifying policy gaps and generating an evidence base
This year we conducted three pieces of research, one on the impacts of implementing the fee free education policy, another on the Right to Education and the third on the status of Inclusive Education in Tanzania

Fee Free Education Policy Impact:
We published 11,000 copies (in English and Swahili) of the Quantitative and Qualitative reports titled 'The Impact of Implementing Fee Free Education Policy in Tanzania'. The launching ceremony in April was attended by 90 members from the civil society, government and DP representatives, education stakeholders and the media. The event attracted robust discussions and dialogues on the sustainability and effectiveness of the fee-free policy for basic education. We also participated in 10 TV and 7 radio talk shows and programmes to share research findings on fee free education as well as the organisation's strategic focus for the next five years

Right to Education Index:
In 2017, HakiElimu continued to collaborate with Results Education Fund (REF) to promote the Right to Education through a global survey, Right to Education Index. The 12-month survey, which started in July 2016, was completed and launched in April 2017. In this Index, Tanzania's score increased from 64 to 74, implying an improvement for Tanzania especially in promoting children's access to schooling.

Inclusive Education:
The research on Inclusive Education was completed in December 2017 and will be launched in early 2018. The study examined and established the learning participation of visually-challenged pupils in inclusive primary and secondary school's settings in Tanzania. The findings will provide evidence to

support government, HakiElimu and other partner interventions and advocacy campaigns to promote inclusive education in Tanzania

Education philosophy and other key policy issues are discussed, and recommendations are made

Annual Education Symposium
HakiElimu in collaboration with the University of Dar es Salaam organised a national platform for discussions on basic education philosophy and ideology to influence education dialogues on the vision and mission of basic education in Tanzania.

With the tittle 'Tanzania toward Industrialisation, Rethinking the Education for Self-reliance Policy' the symposium in November brought together 259 national and international education experts, researchers, policy makers, implementers and students and linked with decision makers, civil society organisation's and oversight bodies and networks. The symposium included paper presentations from educational theorists and professors and invited immense contributions from members of the public. Summaries of the key recommendation are packaged for sharing with the government for further actions

Promoting a gender sensitive, protective and friendly teaching and learning environment through media campaigns

Ondoa Vikwazo Asome' Campaign
In response to the challenges girls face in accessing and staying in school, we launched the Ondoa Vikwazo Asome (remove barriers, let her learn) campaign on the Day of the African Child in June 2017. Through public awareness and stimulating debate the campaign aims to encourage the government to publish and implement the long-awaited re-entry guidelines so that teen mothers can be allowed to go back to school.

However, only a few days after the campaign launch, President Magufuli announced that girls should not be allowed to return to school after giving birth as they would encourage others to get pregnant. While this was a huge setback for the campaign, Magufuli's comment raised heated public debate and many CSO's joined the campaign and organised a press conference to share evidence as to why teen mothers should be allowed back to school.

Despite these challenges the campaign has made great strides in promoting gender sensitivity and inclusion in the Tanzanian education system. The campaign has increased public awareness on the barriers to girls' education. What is even more encouraging is that, despite the President's statements against teenage mothers returning to school the public has continued speaking out in press interviews and social media to show that they are not content with the general state of girls' education in the country and they are demanding a system where girls have equal opportunities to access education.

Outcome 2: Citizens are informed, organised and engage in critical problem solving, monitoring governance and provision of quality education

Citizens are participating, and monitoring school governance and the delivery of quality education is improved

Strengthening the Friends of Education Movement
HakiElimu has continued to strengthen our reach through the expansion of the *Friends of Education* movement. A total of 1,491 (486 females, 934 males and 71 groups) new *Friends of Education* were recruited in 2017 against a target of 1,000 and compared to 905 recruited in 2016. The *friends* network now has

exactly 40,946 (25,357 males, 14,229, 894 groups, and 466 unspecified) members across Tanzania.

Friends of Education monitoring education
We have continued to build the concept of citizen monitoring to improve accountability of service providers and authorities. Social Accountability Monitoring (SAM) is an aspect of governance aimed at improving accountability of LGAs through checks and monitoring, implemented and led by local citizens

In 2017 HakiElimu trained and facilitated 75 *Friends* of Education from Kigoma (19), Muleba (19), Babati (19) and Geita (18) to conduct SAM in their districts and supported them to share their findings to education stakeholders. Another tool for social accountability is Public Expenditure Tracking Survey (PETS). In the same year we trained 60 *Friends of Education* 15 each from Tabora, Babati, Serengeti and Kilwa to conduct PETS in 100 schools (25 from each district). Through PETS, the *friends* were able to track the education funding allocated by the government against funding spent on planned education activities to combat resource misuse.

Over the course of the last year a total of 369 *Friends of Education* were facilitated and supported to conduct School Performance Monitoring (SPM) in 123 schools across 21 programme districts. The SPM exercise enabled citizens in respective communities to access and deliberate on school information such as enrolment, student attendance, performance in examinations, school plans, income and expenditure as well as gender and VACiS

Citizen's understanding of and participation in education issues including gender and VACiS is enhanced

Strengthening Community libraries to support learning
HakiElimu is supporting the functioning of 20 community libraries as a necessary tool in improving literacy and reading culture and sharing education issues including gender and VAC. Through the community libraries HakiElimu provided up to date information on key education issues to 27,688 people who accessed the libraries in this year alone.

Community debates and citizen lead problem solving on issues of education including gender and VACiS
HakiElimu promotes quality education, gender equity and reduction of VAC in schools through citizen debate and participation. The debates are led by *Friends of Education* and are informed by the results of the school performance monitoring, specifically on gender and VACiS and linked to the Ondoa Vikwazo Asome campaign. In 2017 HakiElimu through community information volunteers (CIVs) in collaboration with the Police Gender Desk, Social Welfare Department, and DEOs conducted 82 community dialogues and 21 public forums in programme communities and districts to discuss education quality, gender and VACiS. These dialogues brought together over 10,000 education stakeholders; parents, teachers, students, local government leaders and CSOs representatives.

Outcome 3: Government and stakeholders are responsive and accountable to provide inclusive and quality education

Working with Partners to promote transparency and accountability in Education

Open Budget Survey
In collaboration with the International Budget Partnership, HakiElimu completed the Open Budget Survey in 2017, which was launched in January 2018. The OBS 2017 score has shown downward trends in some areas like budget transparency. For example; in fiscal year 2016/2017 government published

only four key budget documents out of eight required by OBS. This implies a decrease from six out of eight budget documents published in fiscal year 2014/2015 during OBS (2015). Advocating against this downward trend of budget transparency form one of the areas for HakiElimu campaigns in 2018.

Promote Budget Working Group (BWG) on budget monitoring
HakiElimu continues to lead the Budget Working Group (BWG) to promote budget monitoring. In March 2017, before the budgetary parliamentary session began, HakiElimu conducted a thorough analysis of the education sector's budgetary challenges on addressing financial demands for basic education and shared the analysis in the form of a pre–budget statement. The pre-budget statement was shared at a press conference and later published in seven newspapers. Contents of the pre-budget statement included key budgetary demands for teachers' motivation, increased capitation and compensation grants to schools, funds for building and renovating school's infrastructure

Support to Strengthen Tanzania Education Network (TEN/MET)
Recognising the importance of TEN/MET as an entry point for government engagement with education CSOs, HakiElimu played a significant role in supporting the network to discharge its role effectively. For example: HakiElimu staff participated in all ESDC TWG and Task Forces meetings held this year in the preparation of ESDP, carried out rapid review of the draft ESDP and other education strategies and papers and provided input, led the preparation of GAWE as well as participating in the ESDC and JESR meetings just to mention a few.

Engagement and training of MPs and full council members in transparency and accountability issues
HakiElimu conducted four major engagements to influence transparency and accountability in the education sector's planning and budget allocation to ensure that citizens' education needs were advocated for and heard. The engagements mainly focused on oversight bodies and partners with the mandate to influence and demand transparency on financial planning and accountability in policy implementation and services delivery. The groups that were engaged included the Shadow Minister for Education, secretary of the Social services and welfare committee and 23 Members of Parliament from the ruling and the opposition parties

Outcome 4: Organisation capacity for effective programme implementation strengthened

Effective leadership, governance and quality assurance

Board Meetings: The HakiElimu Board of Directors continued to perform its governance role effectively and support the Management in the overall leadership of the organisation. The Board had a statutory meeting in March where, among other things, it reviewed and approved the 2016 audited financial statements, 2016 Annual report, 2017 annual implementation plan (AIP) and budget. A further board meeting was held in September, during which it approved the half year report, the updated 2017 budget and the updated internal policies. During this meeting Peter Maduki was elected as the board chair.

The Annual General meeting (AGM) of Founder Members was conducted in April whereby two members (Prof Marjorie Mbilinyi and Mr Richard Mabala) were appointed to join the HakiElimu Board of Directors replacing Prof Martha Qorro and Mr Japhet Makongo who had completed their tenures after serving on the Board for two terms of two years each. Contrary to the previous two years, it was very encouraging to see almost 80% of the members present in this meeting.

Finalising the Sustainability strategy: In the period under review HakiElimu completed the preparation of the 2017–2021 Sustainability strategy, which outlines the funding expectations for this strategic period

until 2021 and the strategies to achieve these targets. We also finalised the recruitment of a Resources Mobilisation Advisor and Head of Programmes, who together will increase the organisation capacity in programme implementation as well as resources mobilisation.

Development Partners (DP) Meeting: HakiElimu held two joint meetings with DPs, one in March and the second in October. The first meeting reviewed the 2016 Annual Report and endorsed the 2017 annual plan. The DPs advised HakiElimu to consider an early revision of the budget and plan based on the actual funding status. HakiElimu made a commitment to review the plan and budget in the second half of the year. During the October meeting HakiElimu presented the annual progress report and the revised budget and plan for the remainder of the year. We also presented and sought support for our new Girls Retention and Transition Initiative.

Funding and donor performance: HakiElimu has achieved an income of $2,632,332.12 in 2017, 65% of this is from bilateral donors, 33% from Trust and Foundations and 2% from contracts. This year we have secured new support from Comic Relief through the All in All Learning Initiative and increased the contribution from Sida and our private donor. As for 2018 we have a healthy pipeline with income currently anticipated to reach at least $3.2 million**.**

Finance and administration management and performance

Effective and efficient management of funds: 2017 marked the beginning of HakiElimu's 2017-2021 Strategy, which prioritises value for money. HakiElimu's Finance and Administration team has conducted internal orientation to all staff on how to effectively and efficiently utilise resources to reach desired outcomes. The team has also worked in collaboration with the MEAL team to align existing financial and operational reporting systems with the MEAL framework and ensured that all activities in the plans are linked with expected outcomes.

External audits: HakiElimu engaged an external audit firm (ABA Alliance) to undertake the statutory annual external audit. Due to good financial management systems and procedures that provide robust internal control procedures, HakiElimu has continued to maintain a clean audit report. HakiElimu also had efficiency and due diligence audits commissioned by Sida and HDIF and conducted by Deloitte et Touch and KPMG respectively. Both audits acknowledged HakiElimu's strong financial, administration and human resources systems and practices and provided some areas of improvements which the organisation has already started to act.

Human Resources Management: In 2017, in accordance with approved staff establishment, HakiElimu was able to increase staff head count. Three new positions; Head of Programmes, Monitoring Evaluation Accountability and Learning Manager and Resource Mobilisation Advisor were filled through an open/ transparent and competitive recruitment process

Key Challenges Encountered and way forward

Reduced transparency from Government: The OGP withdrawal has affected some of our activities, which were intended to improve transparency and accountability. This includes our failure to publish domestically the results of Open Government Survey, despite the report being finalised in May 2017. Accessibility of key budget documents from the Ministry of Finance has become challenging, which limits our abilities to carryout budget analysis and discussions with MPs before the Parliamentary budget sessions.

The government's stance on teenage mothers returning to school: President John Magulifuli's stand on teen mothers has affected to some extent HakiElimu's campaign on re-entry policy. HakiElimu in collaboration with other CSOs plans to intensify dialogue with the Government on this issue

Cancelation and delays to HakiElimu TV spots and programmes: The government has put in place new procedures for obtaining filming permits from the Tanzania Filming Board. One must first seek permission from the President's Office, Regional Administration and Local Government (PO-RALG) before the filming board grants a filming permit. HakiElimu had to hold a meetings and discussion with PO-RALG and subsequently signed a Memorandum of Understating before it was granted a filming permit.

In late September, the Tanzania Communication Regulatory Authority banned the broadcasting of HakiElimu's TV spot on the girls' education campaign as they thought it to be "unethical'. HakiElimu sought audience with TCRA officials to seek clarification on the matter. Even though TCRA failed to explain what was unethical in HakiElimu TV spots the ban has remained in effect until now. This has adversely affected our media campaigns. We plan to collaborate with other organisations, who have also been affected to seek clarifications and reversal of the decisions.

Plans for 2018

In 2018, HakiElimu will continue to implement and deliver results against the four outcomes, as presented. Given the continued challenges for girls' education we will continue to focus on issues of gender and VACiS in schools and in 2018 we will launch the Girls Retention and Transition Initiative (GRTI), which is HakiElimu's innovative approach to promoting girls' education in Tanzania through direct interventions in schools. The proposed interventions will reduce some of the barriers to education for girls and improve their retention and transition rates

2. Recent Developments in Tanzania's Education Sector

Provision of basic education in Tanzania is currently passing through a non-rigid transformation in terms of structure, accessibility, quality, retention and transition to higher grades. These structural changes are driven by the implementation of education sector policies and strategies such as the Education and Training Policy of 2014 (ETP), the second Five Year Development Plan (FYDP II), the Education Sector Development Plan (ESDP) 2008/2017, the Sustainable Development Goals No 4 and 5, the National Strategy for Inclusive Education 2009/2017.

Through the ETP the government is implementing a fee free policy alternative which abolishes compulsory tuition fee contributions on the part of parents for both primary and lower secondary schools. As a result the government has expanded enrolment to pre and primary education and reduced truancy and dropout rates to lower and higher secondary education. According to educational statistics (BEST, 2016), enrolment for pre-primary has increased by almost 46%, equivalent to an increase of 492,947. While primary school enrolment has increased by 41%, which is equivalent to an additional 552,289 students compared to 2015 enrolments.

Increased enrolment in basic education in Tanzania is now creating other challenges. As classroom sizes increase the availability of teaching staff, and teaching materials are not sufficient, resulting in deteriorating performance in final national exams for standard seven and form four graduates. Insufficient schools infrastructure to accommodate increased numbers of students is also a challenge. In primary schools girls share pit latrines at a 1:53 ratio, while the recommended ratio is 1:20. Boys share pit latrines at the ratio of 1:56 while the recommended ratio is 1:25. This amounts to a shortage of 62% in toilet facilities for girls and a 56% shortage of toilet facilities for boys. According to BEST 2016 primary schools are further faced with a shortage of 186,008 staff houses (equivalent to 83.1%), 10,943 administrative buildings (83.4%), 15,342 library rooms (88%) and 16,290 first aid rooms (93.9%).

These challenges exist amid the government's practice of spending an average of 16% of the national budget on the education sector, of which almost two third is allocated to the implementation and provision of basic education (BEST, 2016). During the Financial Year 2016/17 for instance when the government approved to spend TZS 4,770.4 billion for the whole sector, TZS 3,020 billion, around to 63.3%, was allocated to basic education (BEST, 2016). However the major challenge that is facing implementation of the allocated education budget is poor disbursements especially for development expenditures. Tanzania disburses an average of only 34% of development approved expenditures and over 80% of recurrent expenditure (URT, Memoranda vote 46, MoEST).

3. Coverage



22 REGIONS

HakiEimu covers 22 regions directly, including Kagera, Mara, Kigoma, Geita, Morogoro, Simiyu, Mwanza, Ruvuma, Mtwara, Lindi, Coastal, Kilimanjaro, Manyara, Tanga, Arusha, Njombe, Mbeya, Rukwa, Tabora, Dodoma and Singida.



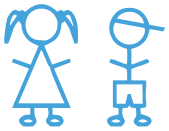
40,946 *FRIENDS OF EDUCATION*

Across all 26 regions we have built a network and engaged with 40,946 *Friend of Education*. 25,35 7 are males, 14,229 and female, 894 are groups, and 466 are in the process of being specified. Of these over 3,000 are actively engaged on a regular basis.



127 SCHOOLS

At district and school level, HakiElimu in 2017 worked with 22 district councils and 127 schools (65 Primary schools and 62 Secondary schools). 44 of these are new programme schools that we added to our implementation area in this last year.



74,514 STUDENTS

Through the 127 programme schools we are reaching a total of 44,895 pupils at primary level and 29,619 students at secondary level.



107,456 PUBLICATIONS DISTRIBUTED

HakiElimu publications have been distributed to *Friends of Education*, Governments, Community Libraries, Teachers and to the general public.



7,493 MINUTES OF TV AND RADIO COVERAGE

2 TV and radio spots have been aired a total of 7,493 minutes of air time (76 minutes for TV and 7,417 radio)

134 PRESS OPPORTUNITIES

According to editorial monitoring reports, there was a total of 112 mentions of HakiElimu in the press and we have attended to 22 media interviews

349 GOVERNMENT OFFICIALS ENGAGED

We have reached and engaged with 46 MP's (19 from the Social Parliamentary committee and 17 from the Budget Committee as well as 10 selected :MPs with education interests), **6 officials from Tanzania Institute of Education (TIE)**, **10 bureaucrats from MoEST, 133 bureaucrats from PO-RALG** (6 from the Ministry and 127 head of schools from programme schools) and **154 LGA officials** (7 from each of the 22 Program districts, these include District Executive Officer, District Education Officers, Ward Education Officer, Ward Executive Officer, Councils' chairman and Village Executive Officer).

4,572,900 REACHED THROUGH SOCIAL MEDIA

We have reached a total of 4,572,900 people through social media platforms (Face book 3,843,915, Twitter 445,407, Instagram 283,358)

4. Review of 2017 Programme Performance

4.1. Outcome 1: Improved Education Systems that promote equity, inclusive and effective learning

The Tanzanian education system is experiencing a number of challenges among these is the lack of a clear philosophy and failure to achieve full inclusion, quality and beneficial learning outcomes. Girls are highly affected in the education system as it is evident in their poor retention and transition rates. Schools are unsafe places where it is reported 1 out of 2 children experiences violence, commonly perpetrated by teachers.

In implementing its five year strategic plan, HakiElimu is working to address challenges in the education system including violence and lack of inclusion. HakiElimu is collaborating with other stakeholders in campaigning for effective implementation (including making reforms) of the 2014 ETP in order to ensure improved access and quality.

4.1.1. Outcome 1: Implementation approach

HakiElimu uses a combination of media campaigns, research, policy review, publication of position and working papers and education conferences to promote equity, inclusivity and effective learning environment across different levels in Tanzania.

Research and Publications: HakiElimu conducts and publishes major and minor surveys on the learning and teaching environment in Tanzania. This includes in-depth policy reviews and publication of working and position papers, key education statistics/fact sheets that show areas of strength and improvements.

Media Engagement Approach: HakiElimu engages media to promote education through the use of TV and Radio spots, social media, video documentaries, press conferences, media surveys and facilitation of *Friends of Education* (*friends*) to take part in radio interviews and talks that aim at promoting education.

Education Conferences and Policy Forums: HakiElimu together with other education stakeholders organises the annual education symposium, which aims to stimulate national debate on the current state of education and seeks to identify solutions and opportunities to improve the education system in Tanzania. We also organise a number of policy forums to inform and influence a variety of stakeholders.

4.1.2. Outcome 1: Results achieved in 2017

4.1.2.1 Identifying policy gaps and generating an evidence base

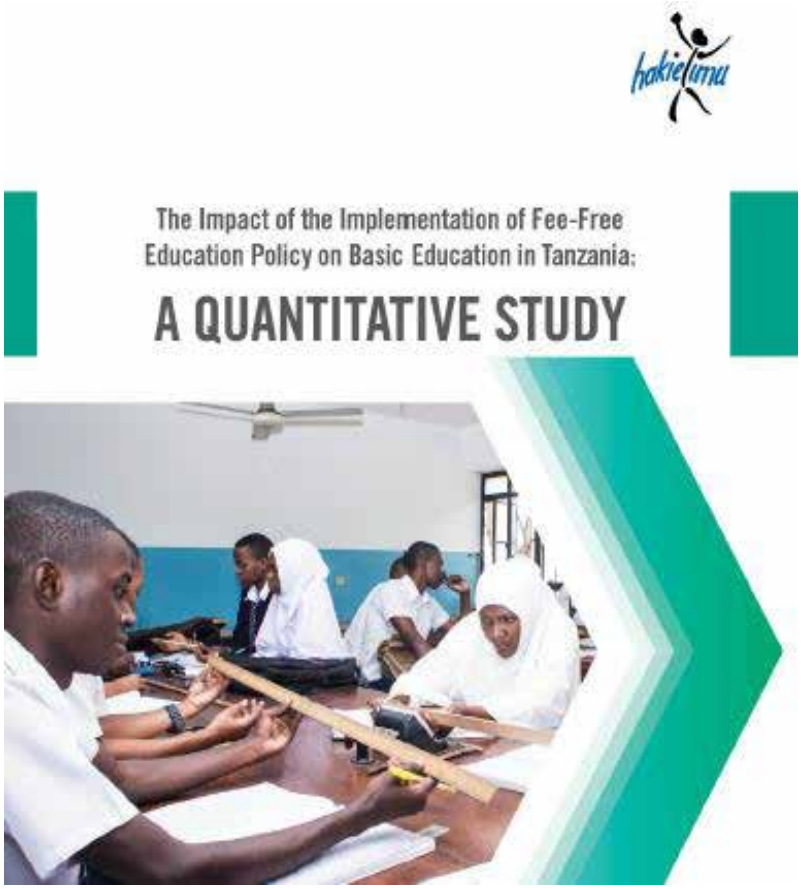
HakiElimu intends to see that challenges within schools that hinder learning and the teaching process are identified and addressed. This year we conducted three pieces of research, one on the impacts of implementing the fee free education policy, another on Right to Education and the third on the status of Inclusive Education in Tanzania. We also published position papers on a number of government policies and simplified government policies, circulars and guidelines.

These research reports and other publications such as working papers, position papers, policy briefs, strategic plan documents and comic books were published and disseminated to *Friends of Education*, partners, students, teachers, the general public and government officials through mass mailing, exhibitions and downloads from the organisation's website. By providing stakeholders with these publications we seek to inform them of the education situation and arm them with facts. When

armed with information stakeholders are empowered to participate in discussions, advocacy and problem solving. During the period under review, HakiElimu distributed a total of 10,539 publications directly or during different events and forums in which the organisation participated. These included the launch of our strategy, Global Action Week for Education, Day of the African Child, Human Rights Defenders Day, Mwalimu Nyerere Symposium, the British Parliament International Committee meeting and the annual education symposium. During the same period a further 96,917 publications were downloaded from the organisation's website. The most downloaded publications included; The Impact of Fee Free report, Effective Teaching, Training Guide for School Committees, The Importance of Teacher Training for Excellent Education Courses, Tanzania Education Status, Entrepreneurship Education, Who is a teacher? and the Child Protection Act 2009.

4.1.2.1.1 Fee Free Education Policy Impact

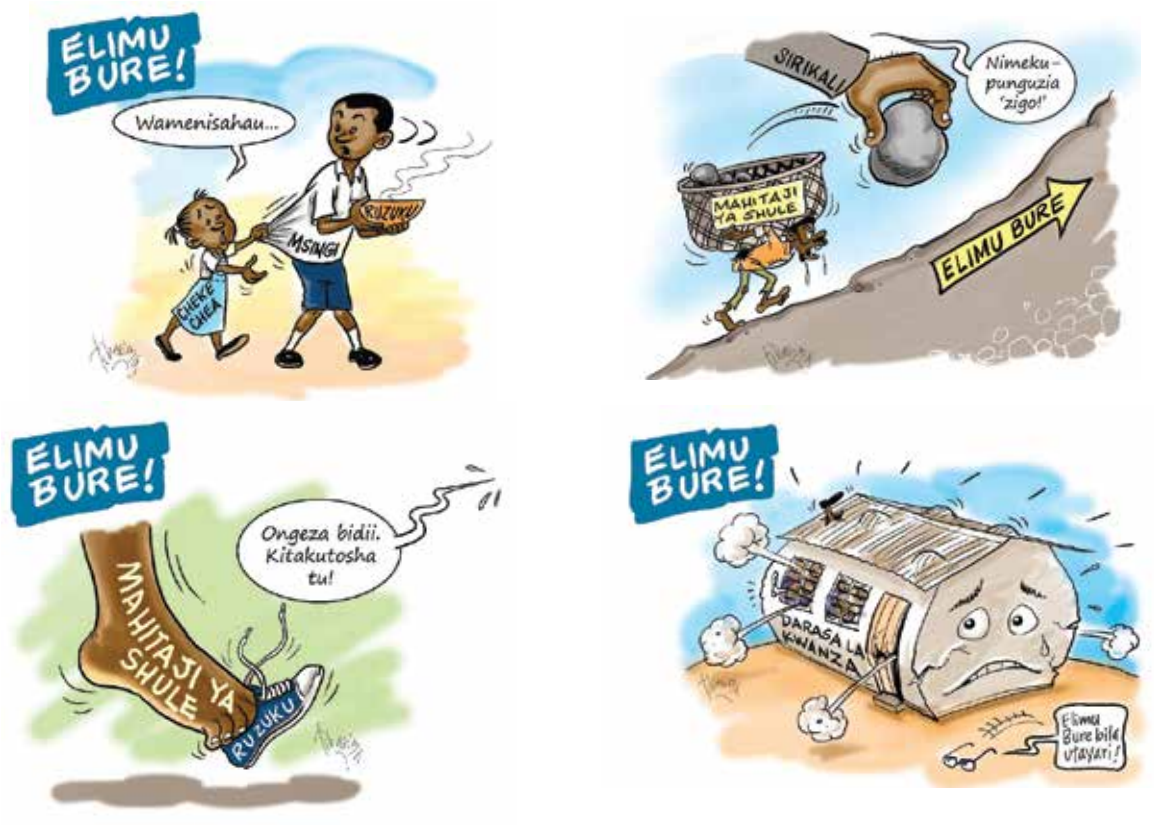
In early 2017, HakiElimu launched a research report which examined the performance of the fee free basic education policy that the government has been implementing since January 2016. The study found that the implementation of the fee free education policy has undoubtedly led to improved access to education in terms of increasing enrolment in primary schools and reduced truancy in secondary schools. However, growing class sizes had a negative impact on the quality of education and on teacher motivation. The study also reveals major confusion among communities on their understanding of the policy. Over 50% of parents understood that fee-free basic education meant they were free from costs relating to schooling, including uniforms and meals. The study also found that capitation grants received by schools varied by school categories and were never enough, especially for schools with overcrowding of students in grade one. As part of government initiative to resolve the challenges that have arisen as a result of fee free education, a new capitation grant formula has been developed and approved by the Education Sector Development Committee which will be applied officially from fiscal year 2018/2019.



HakiElimu Fee Free Education Report

We published 11,000 copies (in English and Swahili) of the Quantitative and Qualitative reports titled *'The Impact of Implementing Fee Free Education Policy in Tanzania'*. The launching ceremony in April was attended by 90 members from the civil society, government and DP representatives, education stakeholders, and the media. The event attracted robust discussions and dialogues on the sustainability and effectiveness of the fee-free policy for basic education. We also participated in 10 TV[1] and 7[2] radio talk shows and programmes to share research findings on fee free education as well as the organisation's strategic focus for the next five years.

HakiElimu introduced the use of cartoons to disseminate findings of the Fee Free research report to support wider understanding of some of the key issues on the part of ordinary citizens. The 30 cartoons were creatively developed and shared through the organisation's social media platforms and have been effective to trigger discussions and debates. Some samples are shown below:



Cartoons presenting challenges of the Fee Free education policy

4.1.2.1.2 Right to Education Index

In 2017, HakiElimu continued to collaborate with Results Education Fund (REF) to promote the Right to Education through a global survey, Right to Education Index. The 12 month survey, which started in July 2016, was completed and launched in April 2017. In this Index, Tanzania's score increased from 64 to 74, implying an improvement for Tanzania especially in promoting children's access to schooling. Tanzania also scored high in the area of Governance. Adaptability indicators appear to present challenges to the satisfaction of the right to education, with indications of considerable deficits concerning children of minorities.

Cross-cutting themes further revealed that the safe learning environment and overall state of girls' education are additional challenges in the right to education in Tanzania. Removing barriers to girls' education and introduction of the re-entry Programme were key recommendations of the Right to Education Index (RTEI) report of 2017. As part of its campaign to promote equitable, inclusive and quality education for all, HakiElimu used the RTEI findings in its two TV and

1 TV1, ITV, Channel 10, Azam TV, EATV, CNN and Mlimani TV

2 East Africa Radio, Times FM, Mlimani radio, Radio Free Africa, BBC and Abood FM

Radio spot campaigns of 're-entry for young mothers' and 'remove barriers for them to study'. HakiElimu will also continue to use the RTEI findings to sustain its campaign on girls' education in 2018.

4.1.2.1.3 Publishing position and working papers on government policies

HakiElimu published key government education statistics in a form of a factsheet[3] named 'Mimi na Elimu', which aims to facilitate and promote citizen engagement and advocacy by providing them with basic data on the performance of the education sector in Tanzania. We printed 40,000 copies of the factsheet in Kiswahili. So far approximately 600 copies have been distributed through various exhibitions as at the end of 2017. More copies of the publication are scheduled to be distributed beginning early 2018 HakiElimu will continue to distribute the remaining copies to other communities and stakeholders as relevant.

In 2017 HakiElimu also collected evidence on what should be the language of instruction in Tanzanian schools in order to frame interventions and influence policy discussions. HakiElimu facilitated the production and publication of three working papers on the language of instructions from language experts. The views and recommendations from these working papers are being consolidated and will form the basis of HakiElimu's position on what should be the language of instruction in schools in Tanzania. HakiElimu's position paper will also be published in 2018.

4.1.2.1.4 Inclusive Education

The research on Inclusive Education was completed in December 2017 and will be launched in early 2018. The study examined and established the learning participation of visually-challenged pupils in inclusive primary and secondary schools settings in Tanzania. The findings will be used as evidence to support government, HakiElimu and other partner interventions and advocacy campaigns to promote inclusive education in Tanzania.

The results revealed that the inclusive teaching and learning environment in inclusive schools is not very friendly for VC learners. Although there have been efforts by the government to improve inclusive education schools, VC learners are not comfortable in those schools. They experience challenges moving around the school compounds due to unclear pathways and also learning in the classrooms as most teachers are not qualified to support VC students. There is also a shortage of teachers and inadequate teaching and learning materials. VC learners also found it difficult to participate in out-door activities such as sports. The study revealed that VC learners interacted well with teachers and their peers in and outside the classroom and these interactions led to both academic and social support. There were a few cases reported where VC learners were mistreated by either teachers or fellow students, mainly associated with stigma. Despite the mentioned challenges it was found that the performance of VC learners and the NVC learners in the final examinations was relatively the same and in some cases VC learners performed better than their counterparts.

4.1.2.2 Promoting a gender sensitive, protective and friendly teaching and learning environment through media campaigns

HakiElimu uses electronic, print and social media to facilitate availability of reliable and evidence-based education information to the public. We seek to inform and mobilise communities to take action in addressing education challenges in their localities by demanding justification and explanations over their rights, which will influence change and foster accountability by public officials.

During the period under review we organised five press conferences for the launch of HakiElimu's 2017-2021 Strategic Plan, the Fee Free research report, the girls' education campaign, launch of the annual campaign to end violence against children in schools and the annual education symposium. HakiElimu

3 The Factsheet contains basic education data on key aspects such as enrolments, transition, classrooms, toilets, schools, teachers' houses, gender, number of teachers and teaching.

also published three press statements in the print media; a pre-budget statement and statement on the poor quality of textbooks and a poster on the annual education symposium in the *Mwananchi*, *HabariLeo* and *Tanzania Daima*, *The Guardian* and *The Citizen* newspapers.

HakiElimu participated in 15 TV[4] and 7[5] radio talk shows and programmes to share the organisation's strategic focus, expand sharing of research findings on fee free education and advocacy messages.

4.1.2.2.1 'Ondoa Vikwazo Asome' Campaign

In response to the challenges girls face in accessing and staying in school, we launched the *Ondoa Vikwazo Asome* (remove barriers, let her learn) campaign on the Day of the African Child in June 2017. The campaign aims to encourage the government to publish and implement the long awaited re-entry guidelines so that teen mothers can be allowed to go back to school.



John Kalage, HakiElimu Executive Director addressing the press during the launch of Ondoa Vikwazo Asome campaign

The campaign launch received coverage on radio, TV, in the press and on social media:

- **Radio.** HakiElimu produced two radio spots, one on the re-entry policy for teenage mothers and one that highlights the barriers to girls' education (GBV, poverty, distant schools and pregnancy). They seek to inform citizens and raise awareness on girls' education. The radio spots have been broadcast 7,417 times across 13 radio stations; Clouds FM, Radio Free Africa, ABM, Mashujaa FM, Sibuka FM, Radio Kill, Abood Media, Victoria FM, Country FM, Mpanda FM, Standard FM, Storm FM and Kings FM.
- **TV**. We also secured TV spots for the same purpose on ITV, Azam TV and Clouds TV with 76 TV broadcasts in 2017. HakiElimu has also been given 2,326 minutes of free air time in order to increase reach from Azam TV, Clouds TV and 13 community radios, worth Tsh 131,000,000/-.
- **Press**. Since it was launched, there has been an increase in media reporting on girls' education per day as evidenced through media monitoring, which has recorded a total of 180 stories on girls' education

4 TV1, ITV, Channel 10, Azam TV, EATV, CNN and Mlimani TV
5 East Africa Radio, Times FM, Mlimani radio, Radio Free Africa, BBC and Abood FM

per month compared to 60 stories before the campaign[6].

- **Social Media.** The HakiElimu facebook page commands the largest audience of CSOs facebook pages in Tanzania by more than 100%[7]. We have increased our following by more than 100% from 105,750 at the end of 2016 to 221,508 by the end of 2017. Social media, mainly driven by the girls' education campaign hashtags *#OndoaVikwazoAsome,* and *#Arudishule*, which emerged to influence the government to allow teen mothers to go back to school. Social media is complementing the mainstream media to expand reach, visibility and impact of advocacy.

However, only a few days after the campaign launch, President Magufuli announced that girls should not be allowed to return to school after giving birth as they would encourage others to also get pregnant. While this was a huge setback for the campaign, Magufuli's comment raised heated public debate and a number of CSO's joined the campaign and organised a press conference to share evidence as to why teen mothers should be allowed back to school.



Tanzania Women Lawyers Association, Executive Director, Tike Mwambipile, reading a joint CSO's statement on re-entry policy before the press

Despite these challenges the campaign has made great strides in promoting gender sensitivity and inclusion in the Tanzanian education system. The campaign has increased public awareness on the barriers to girls' education. What is even more encouraging is that, despite the President's statements against teenage mothers returning to school the public has continued speaking out in press interviews and social media to show that they are not content with the general state of girls' education in the country and they are demanding a system where girls have equal opportunities to access education.

Following the *Ondoa Vikwazo Asome* Campaign and the public reaction to the President's comment, the government through the Deputy Minister for Health, Community Development, Gender, Elderly and Children (MoHCDGEC) insisted that it does not intend to ignore teen mothers' quest for education. However, instead of re-entry the government will seek to address the factors of early pregnancy, such as gender based violence, harmful traditional practices and poverty. *"We [government] don't intend to exclude teen mothers from their quest for education, they will instead be accommodated through alternative channels instead of the*

6 Source: HakiElimu Media monitoring report-September 2017
7 www.socialbakers.com/statistics/facebook/pages/total/tanzania/society/ngo/

mainstream education system said Dr Kigwangala'[8] The campaign has contributed to the government's plans to launch a nationwide campaign against teen pregnancies. This commitment was made by the Minister for Health, Community Development, Gender, Elderly and Children, (Ummy Mwalimu) in September 2017.

4.1.2.2.2 Promoting Investigative Reporting

HakiElimu collaborates with journalists and media agencies to promote investigative reporting in order to advance accountability and responsiveness in the education. The media has the power to influence change and foster accountability by public officials. This is done through awareness raising to rights holders who in turn demands justification and explanations over their rights from duty bearers.

In collaboration with the Media Council of Tanzania we organised the Excellence in Journalism Awards Tanzania which seeks to recognise and reward journalists who excelled in their work and promote investigative reporting. HakiElimu believes that if journalists are facilitated to conduct investigative journalism it will ultimately enhance accountability and make the government more responsive to people's needs.

During the same period, HakiElimu also facilitated one journalist to conduct a media survey in Masasi and Nanyumbu to enquire on the district's poor performance in national examinations. The findings from the survey revealed a poor learning and teaching environment which has led to low teachers' commitment. Poor community participation in education has also contributed to poor performance of schools in Mtwara region. The media survey report has been shared with local government authorities so that corrective measures can be taken.

4.1.2.3 Education philosophy and other key policy issues are discussed and recommendations are made

4.1.2.3.1 Education Stakeholders take on critical review of education policies

In 2017 HakiElimu conducted a total of 21 policy forums that were organised across 22 districts[9]. The forums were attended by 1,260 influential educational stakeholders within the districts, including government and school representatives as illustrated in the table below:

8 Dr Hamis Kingwagala Deputy Minister…was quoted by the Guardian Newspaper of 5 September 2017

9 Muleba, Ukerewe, Bariadi, Kigoma North, Kilosa, Iramba, Arusha rural, Kilwa, Tabora Municipal, Serengeti, Musoma, Korogwe, Mkuranga, Masasi, Geita, Tunduru, Sumbawanga, Moshi rural, Njombe, Mpwapwa, Babati, and Mbeya city council.

Table 1.1 Stakeholders reached through policy forums

Representative Group	Number Participated
District Executive Directors (DED)	21
District Executive Officers (DEO)	42 (21 for primary & 21 for secondary)
District Planning Officer (DPLO)	21
Community Development Officers (CDO)	21
Council Chairperson's	21
DEO academics	42 (21 for primary and 21 for secondary)
DEO Adult Education	21
DEO Special Education	21
Heads of all programme schools	123
School committee/board chairpersons	123
Friends of Education	105
Teachers representatives	123
Community Members	576

Discussion in these forums focused on how to address gender inequality within and outside schools, increased incidences of violence against children and the importance and status of inclusive education in its conventional meaning. Participants also discussed challenges (and proposed solutions) and successes in the respective districts as identified through School Performance Monitoring activities.

4.1.2.3.2 Annual Education Symposium

In order to influence education dialogues on the vision and mission of basic education in Tanzania, HakiElimu in collaboration with the University of Dar es Salaam organised a national platform for discussions on basic education philosophy and ideology.



Guest of Honour, the Minister in the President's Office, Regional Administration, Hon. Seleman Jafo, speaking at the symposium

With the title *'Tanzania toward Industrialisation, Rethinking of the Education for Self-reliance Policy'* the symposium in November brought together 259 national and international education experts, researchers, policy makers, implementers and students and them linked with decision makers, civil society organisation's and oversight bodies and networks. The symposium included paper presentations from educational theorists and professors and invited immense contributions from members of the public. During the annual education symposium, a total of four (4) papers were presented and discussed. The table below provides a summary of the papers presented.

Table 1.2 Summary of Academic Papers Presented during annual education symposium

Title	Presenter	Discussant
Why should we rethink the 'Education for Self-Reliance Policy Today'?	Prof. R. S. Mukandala, Vice Chancellor, UDSM	Prof. Abel Ishumi, vote of Thanks delivered by Prof. Penina Mlama
Education for Industrialisation and Sustainable Development	by Prof. L. Msambichaka, UDSM	Prof. M.M.A. Mtambo, Prof. B. Kilian, Prof. B. Mutagahywa
In Search of Alternative Approach to Education Transformation: Philosophy, Structure, Content and Pedagogy,	by Prof. A. Ishumi, UDSM	Prof. E. Sumra, Dr. R. Shukia, Prof. M. Possi
Reflections on how to respond to the new demands on Tanzania's Education System in the Current context of rapid global changes	Prof. J. Samoff	Prof. E. Mwaikambo, Prof. J. Galabawa, Dr. J. Katabaro

During the symposium a number of recommendations were made, some of them are summarised below:

- Education should be tailored in a way that it supports and nurtures innovation and curiosity among students.
- Education should prepare students to be thought leaders in the invention of technology for agriculture, with the aim of pushing industrialisation and reducing Tanzania's dependence.
- Work with industry to ensure students get practical training in the skills they need for the workforce.
- Develop an early detection system where children with special skills, talents and those with special needs are identified so the right support can be provided or the right direction given.
- Teaching needs to provide both soft and hard skills and encourage skills like critical thinking.
- The budget for education needs to be revisited. Currently, we spend only 16% of the national budget on education. One of the areas that needs more investment is teachers. We need to recognise the crucial role of teachers and treat them well so they can do their jobs well.
- We need to think about the role of community involvement in increasing education for efficiency and self–reliance. Communities need to be sensitised and mobilised to support the move towards education for self-reliance. If we have one model school in every region that would help push the industrialisation agenda that is being pursued.

These recommendations will be submitted to the government who through the guest of honour, the Minister of state in the President's Office, Regional Administration, Hon. Seleman Jafo (on behalf of the Prime Minister), who promised to take action on the recommendations and in turn improve the education system to meet the government's development vision.
The full report will be published in early 2018.

4.1.2.4 Direct implementation with schools

HakiElimu has previously worked with 83 primary and secondary schools in 11 districts of Tanzania to pilot effective practice in advocacy and implementation of policy. We have selected 44 new schools from 11 new districts making a total of 127 (65 primary and 62 secondary) schools in 22 districts that we will work with over the next five years to demonstrate what works. The school were selected in collaboration with District Education Officers; we selected those with average and poor performance with a mix of urban and rural locations. Meetings with school authorities have been held to agree on the roles and responsibilities of each actor. Recently HakiElimu also recruited Community Information Volunteers who will be conducting further sensitisation and community dialogues. This is a joint intervention bringing together the organisation, parents, local government authorities and other stakeholders to address pertinent challenges to improve the learning process and outcomes.

We provide some direct support to programme schools, depending on the school needs, to ensure they are able to deliver inclusive and effective learning. In 2017 we supported 10 programme schools to address gender related issues to improve learning environments. A summary of the support provided can be found in the table below:

Table 1.3: Schools that have received direct financial for other interventions in 2017

School	Type of Initiative
Mugumu B Primary - Serengeti	Completion of pre-primary class Completion of pit latrine
Mukulat Secondary - Arusha	Putting up a bore water system
Kariakoo Secondary - Tabora	Fitting window shutters to the Community library and equipping it with additional 2 tables and 8 chairs
Bigabiro Primary - Kigoma	Supporting to put up rain water harvest system and also connecting the water tank to public pumped water facilities
Kazima Primary-Tabora	Re-roofing and renovating two classrooms blown down by wind
Tamkeri - Serengeti	Supporting completion of 3 classrooms
Gamondo - Bariadi	Completion of 4 classrooms
Namasakata - Tunduru	Construction of pit latrine for girls students
Lulumba - Iramba	Completion of pre-class building
Kagondo	Painting a pre class room and provision of students desks

CASE STUDY: Mugumu 'B' Primary school

In 2017 HakiElimu supported the construction of 10 pit latrines (8 for girls and 2 for teachers) and one pre-school class room at Mugumu primary school. One pupil told us: *"There are no more long queues for the toilet and now we get time to rest and play during break time. The new latrines have water with which to wash our hands, we are clean and we can no longer get sick, and our teachers are no longer stressed to monitor us during short breaks as they used to do."*

The head teacher of Mugumu B primary school commented: *"I am happy now that my teachers have privacy, they used to share the latrines with pupils or were sometimes forced to go back home or to nearby teachers' houses. Moreover, the school environment has improved. The pre-school classroom also looks good and this has improved the attendance of pupils in general".*



New pre-school classroom



New pit latrines

4.2. Outcome 2: Informing, organising and engaging citizens in critical problem solving monitoring, governance and provision of quality education

The level of citizen participation in various governance sectors in Tanzania (especially by women) is alarmingly poor and is declining. Transparency and accessibility of government information is a must, as is the inclusion of members in decision-making from groups whose concerns are being addressed. School committees, village and ward meetings are important venues for local level decision making affecting children and education.

HakiElimu aims to ensure citizens are informed, organised and engaged in critical problem solving, monitoring, governance and provision of quality education.

4.2.1. Outcome 2: Implementation approach

To achieve this outcome HakiElimu utilises a network of *Friends of Education* (*friends*), community libraries and community debates on education, gender and violence against children (VAC).

Friends of Education **Approach**: We have established a movement of approximately 40,000 registered individuals and/or networks throughout Tanzania to transform education by raising awareness, encouraging public debate, monitoring policy implementation and engaging in advocacy with local leadership. HakiElimu is building the capacity of *friends* through training and mentorship and in the provision of education information, to support their efforts to improve the delivery and quality of education.

Community Library Approach: HakiElimu is supporting already established community libraries with the aim of improving literacy and providing key education, gender and VAC information. Community library facilities have enabled citizens to access education information and are used by HakiElimu to share key policy facts, research findings, and gender and child protection knowledge. When armed with this information community members are better equipped to engage in and influence local level dialogue and decision making around education.

Community Dialogue and Debate: These are dialogues that are conducted within communities surrounding schools and are led by community members (usually *Friends of Education* and Community Information Volunteers) who have been trained and equipped by HakiElimu with key education, gender and VAC knowledge and information.

4.2.2. Outcome 2: Results achieved in 2017

4.2.2.1 Citizens are participating and monitoring school governance and the delivery of quality education is improved

4.2.2.1.1 Strengthening the *Friends of Education* Movement

HakiElimu has continued to strengthen our reach through the expansion of the *Friends of Education* movement. A total of 1,491 (486 females, 934 males and 71 groups) new *Friends of Education* were recruited in 2017 against a target of 1,000 and compared to 905 recruited in 2016. The *Friends* network now has exactly 40,946 (25,357 males, 14,229 females, 894 groups, and 466 unspecified) members across Tanzania. Despite new members we still struggled with the challenge of equal gender representation of the movement.

We have supported *Friends of Education* to form or strengthen their networks at district, regional and zonal level by forming or strengthening their network coordination. As a result of improved local networks and relationships *friends* can work more closely in collaboration, share experience and support each other in their challenges. During the year, we held three support meetings (one in each district of Kilwa, Masasi and Tunduru), a total of 135 Friends (45 in Kilwa, 45 in Masasi and 45 in Tunduru) attended these meetings and shared their experiences and learned new strategies for engaging with education stakeholders including the LGAs. As a result of these meetings, *Friends* in Kilwa have started building a community library while *Friends* in other districts are laying down their plans to do the same.

HakiElimu has also recruited and trained 99 Community Information Volunteers (CIV) across 22 districts from within the *Friends of Education* network. The CIVs have taken on a more advanced role in increasing accountability and responsiveness of stakeholders on education issues, particularly on good use of public resources for improved delivery of quality education. The CIV's have been trained on policy issues, data

collection and awareness raising as well as gender and child protection. They will now act as a resource in advocating for change in communities around programme schools. CIV's have been a great tool in expanding our reach, for example this year we were able to conduct 82 community dialogues (led by CIV) compared to just 33 that we were able to conduct the previous year.

CASE STUDIES: *Friends of Education* supporting children to access their right to Education

Provision of sanitary products for girls

In Babati, Friends of Education have mobilised resources within the network and outside to support girls in school to access sanitary towels. Absence of such support has been detrimental to the education of girls as many do not attend school during their period in fear that they will not be able to stay clean and will be shamed.

Children living with Albinism supported to participate in school

One of the Friends of Education from Busega district, Joseph Gemond has been leading an initiative to support education for children with albinism. He has mobilised resources from national and international philanthropists to ensure these children enjoy their rights to education. During the year he supported children in Mitindo, Misungwi and Buhangija, Shinyanga through the provision of school uniforms and shoes, stationery, sun glasses and sun lotion to protect the children when they are traveling to and from and when they are at school.



A Friend distributing support to children with albinism at Mikindo School

***Friends of Education* supporting improved school Infrastructure**

Gamondo primary school is among the 127 programme schools HakiElimu is working with directly. The school was integrated into HakiElimu's programme following an assessment that found the school was struggling with dilapidated infrastructure, a shortage of classrooms, and high congestion of students in the available classrooms. In 2015 while advocating for Early Child Development (ECD), HakiElimu supported the community to renovate a pre-classroom building in order to provide a safe learning environment for young students and to encourage parents to send their children to pre-school classes. In addition to the renovation HakiElimu helped parents to understand the importance of education and the role parents should play. This motivated parents and collaborated to renovate an additional two classrooms. In 2016 and 2017 the parents saw further need and mobilised resources from other parents and the community. They are now in the final stage of building a new three classroom structure that will help reduce congestion of students. This will support an improved teaching and learning environment. HakiElimu's support in 2015 led to a paradigm shift in the thinking of Gamondo parents, who no longer wait for external forces to solve their challenges; they come together to find their own solutions.

Provision of reading and learning materials

In Musoma, the Friends mobilised resources worth 435,000/=Tshs which they used to support over 60 children with exercise books, pens, shoes, and other school subscriptions.



Children receiving educational support from Friends in Musoma

4.2.2.1.2 *Friends of Education* monitoring education

We have continued to build the concept of citizen monitoring to improve accountability of service providers and authorities. Social Accountability Monitoring (SAM) is an aspect of governance aimed at improving accountability of LGAs through checks and monitoring, implemented and led by local citizens. HakiElimu is supporting citizens to understand the processes of SAM and their rights to obtain explanations and justifications for use of public resources and the performance of officials.

In 2017 HakiElimu orientated 75 *Friends of Education* from Kigoma (19), Muleba (19), Babati (19) and Geita (18) to conduct SAM in their districts and supported them to share their findings to education stakeholders. Another tool for social accountability is Public Expenditure Tracking Survey (PETS). In the same year we trained 60 *Friends of Education* 15 each from Tabora, Babati, Serengeti and Kilwa to conduct PETS in 100 schools (25 from each district). Through PETS, the *friends* were able to track the education funding allocated by the government against funding spent on planned education activities in order to combat resource misuse.

Over the course of last year a total of 369 *Friends of Education* were facilitated and supported to conduct School Performance Monitoring (SPM) in 123 schools across 21 programme districts. The SPM exercise enabled citizens in respective communities to access and deliberate on school information such as enrolment, student attendance, performance in examinations, school plans, income and expenditure as well as gender and VACiS. The SPM exercise was completed in consultation with school administration, parents, teachers, students and local government leaders. It involved interviews with 1,575 key education stakeholders (30% female) at community level, including 246 school administrators, 122 teachers, 492 students, 369 parents and 369 local government leaders.

The SAM, PETS and SPM exercises led by *friends* found a lot of discrepancies in governance and service delivery. This includes uneven distribution of teachers, high student to teacher ratios, delays in using

capitation funds and uneven capitation funds and shortages of learning and teaching materials especially for minority groups. In relation to gender and VACiS we found that gender disparities do exist especially in the provision of education. Girls are affected more by poverty in the home as it is most often female children who are kept home to contribute to the household. Another challenge in relation to attendance was lack of sanitary products which leads girls to choose to stay home during their periods. Girls are more exposed to sexual harassment and violence due to the long distance of their schools from their homes or rented accommodation or dorms, often with little security or protection. Girls are also victims of corporal punishment, which is still executed in schools and often schools are not adhering to the government guidelines.

In the past we experienced some resistance from LGAs with regard to the PETS and SAM exercises, but there was a strong support this year. LGAs valued the exercises as being helpful in exposing some of the existing weaknesses, bad practices and highlighting promises which have not been fulfilled by the government, especially on the part of capitation funds and unrealistic determination of LGAs and schools priorities. For example in Babati the Town Council endorsed the *Friends of Education* to expand the SAM/PETS exercises to all schools. We also found that out of 100 schools that *Friends* visited during the PETS exercise, only 13 schools had a system in place for documenting their income and expenditure. In the other 87 schools receipts were not kept properly and tender and purchasing procedures were not followed. Following the PETS feedback meeting, the Council Chairman ordered all schools to follow financial procedures and advised that the school heads from 13 schools with outstanding performance should take a lead role to build the capacity of the other schools and support them to improve their performance in line with procedures and guidelines.

4.2.2.2 Citizen's understanding of and participation in education issues including gender and VACiS is enhanced

In addition to providing simplified information through publications and media HakiElimu is also informing citizens and ensuring their understanding and participation through community, face to face dialogues and interactions and citizen led radio discussions.

4.2.2.2.1 Community libraries supporting learning

HakiElimu has been monitoring the performance of community libraries, to assess their capacity and understand how they are used. This information supports HakiElimu in its planning and community sensitisation. Through the monitoring we are also able to provide technical support to the library in improving their services. According to reports received from 12 libraries[10], the number of users continued to increase. This has been driven by awareness campaigns around Tusome Day as well as the availability of text and reference books in the libraries, which are popular with students due to the shortage of books in their schools. We are supporting 20 community libraries as a necessary tool in improving literacy and reading culture and sharing education issues including gender and VAC. Through the community libraries HakiElimu provided up to date information on key education issues to 27,688 people who accessed the libraries in this year alone.

10 Kilosa (2), Masasi (1), Kilwa (1), Dar es Salaam (1), Ukerewe (2), Serengeti (2), Tabora (1), and Kigoma (3).



Mkabogo Community Library

4.2.2.2.2 Community debates and citizen led problem solving on issues of education including gender and VACiS

HakiElimu promotes quality education, gender equity and reduction of VAC in schools through citizen debate and participation. The debates are led by *Friends of Education* and are informed by the results of the school performance monitoring, specifically on gender and VACiS and linked to the *Ondoa Vikwazo Asome* campaign. In 2017 HakiElimu through community information volunteers (CIVs) in collaboration with the Police Gender Desk, Social Welfare Department, and DEOs conducted 82 community dialogues and 21 public forums in programme communities and districts[11] to discuss education quality, gender and VACiS.

These dialogues brought together over 10,000 education stakeholders; parents, teachers, students, local government leaders and CSOs representatives. Participants shared their understanding and experience on issues of gender and VACiS and proposed effective actions for remedy including the construction of hostels and secure school compounds to protect girls especially those in secondary schools. By creating safer and securer spaces for girls the communities believe they will be better protected against GBV and other cultural malpractices such as early marriages and pregnancies that affect accessibility of education and learning opportunities for girls. Some of the communities have already followed up on their commitments, for example in Muleba district the following schools implemented improvements:

- Buhaya and Mbatama primary schools have improved their pit latrines for students through Council's and Donor funds
- Nyailigamba secondary school mobilised 61 million from the Ministry (PFR) for building two new class rooms. Further funds were mobilised within the community to build two additional classrooms and 10 pit latrines.

11 *Kigoma, Muleba, Geita, Tabora Sumbawanga, Mbeya, Masasi, Tunduru, Kilwa, Iramba, Mpwapwa, Kilosa, Mkuranga, Korogwe, Moshi, Arusha, Babati, Bariadi, Serengeti, Musoma and Ukerewe. This is all program district except Njombe who we are still waiting to sign the MOU with.*

- Lukindo secondary school started providing food to its students in order to improve nutrition and school performance.



Citizens sharing their experiences and ideas at a community dialogue



A student making a contribution on gender and child protection issues during community dialogue in Mbeya

4.2.2.2.3 Community radio to promote citizen knowledge, debate and participation

As a result of the influential community dialogues the *Friends* networks like in Geita, Muleba, and Musoma have been recognized by community radio (such as Storm radio in Geita, Kasibante FM in Bukoba, and Victoria FM in Musoma) and have been offered free airtime to discuss these issues on air to reach a wider audience. During the year we supported a total of 250 *Friends of Education* from 12 districts[12] to conduct debates on the plight of girls' education and child protection issues through community radio in order to reach an estimated five million citizens with campaign messages on gender and VAC. The *Friends* who participated in SAM and PETS also used radio to present their findings. A total of 20 radio programmes were broadcasted to raise awareness and seek responses from local government leaders.

The radio slots have increased recognition of the *Friends* Movement and created more opportunities for *Friends* to engage with authorities. For example, the Geita *Friends* network was invited to participate in the government's activities to mark the Day of the African Child. HakiElimu supported the network with publications which they exhibited and distributed. The network also managed to recruit 50 new *Friends of Education* as a result of their participation.

4.3. Outcome 3: Government and stakeholders are responsive and accountable to provide inclusive and quality education

Among the hindrances in monitoring expenditure in social service delivery and accountability of government funds is lack of government budget transparency. In the past few years there have been great discrepancies in planned versus actual expenditure in national education budgets along with mismanagement of funds. This calls for continuous lobbying and campaigning for transparency and accountability in the use of public resources in order to foster an effective public service delivery system.

4.3.1. Outcome 3: Implementation approach

HakiElimu's approach in increasing government and stakeholders' responsiveness and accountability in providing inclusive and quality education, revolves around working with oversight bodies and other civil societies to improve the planning processes and influencing education budget's approval and expenditures. This involves working with the community on Social Accountability Monitoring (SAM) and Public Expenditure Tracking Surveys (PETS)

Engaging Members of Parliament: HakiElimu engages MPs before, during and after the budgeting process to influence education budget allocation, approval and disbursement. We conduct pre and post budget surveys and share the findings with MPs to inform their discussions during budget sessions.

Training of community members and CSOs: HakiElimu trains community members and civil society on SAM and PETS to promote transparency and accountability**.**

Collaboration with partners and other CSOs: HakiElimu is joining forces with other CSOs and education partners to push forward the education agenda. Our collaborations with other CSOs improve coordination and increase our strength in influencing the government to make changes to improve the quality and inclusiveness of education in Tanzania.

12 Geita, Musoma, Muleba, Kigoma, Njombe, Mtwara, Arusha, Babati, Tanga, Songea, Mpanda and Morogoro.

4.3.2. Outcome 3: Results achieved in 2017

4.3.2.1 Working with Partners to promote transparency and accountability in Education

In 2017, HakiElimu continued to partner with different organisations to promote transparency and accountability to improve service delivery in the education sector.

4.3.2.1.1 Open Budget Survey

In collaboration with the International Budget Partnership, HakiElimu completed the Open Budget Survey in 2017, which will be launched in January 2018. Although, the OBS 2017 score has not yet been announced, preliminary findings show downward trends in some areas like budget transparency. For example; in fiscal year 2016/2017 government published only four key budget documents out of eight required by OBS. This implies a decrease from six out of eight budget documents published in fiscal year 2014/2015 during OBS (2015). Advocating against this downward trend of budget transparency will form one of the areas for HakiElimu campaigns in 2018 after the OBS is officially launched in January. HakiElimu expects to engage the Parliamentary Budget Committee and Public Accounts Committee to share the OBS findings, and advocate for improving the publication of eight budget documents in the Budget process of 2017/2018.

4.3.2.1.2 Supporting CBOs to conduct SAM and PETS

As well as supporting citizens, through the *Friends of Education* movement to conduct citizen monitoring through PETS and SAM we are also building capacity of local CBO's in this area through partnerships with the Firelight Foundation and the Foundation for Civil Society. Through these partnerships we trained 24 CBO partners in PETS and SAM and supported them to share and discuss their findings with 1,212[13] stakeholders including head teachers, village chairs, parents, district officials and councillors. We have also supported the CBOs to follow up all issues that emerged in the feedback sessions and track any improvements.

4.3.2.1.3 Promote Budget Working Group (BWG) on budget monitoring

HakiElimu continues to lead the Budget Working Group (BWG) to promote budget monitoring. In March 2017, before the budgetary parliamentary session began, HakiElimu conducted a thorough analysis of the education sector's budgetary challenges on addressing financial demands for basic education and shared the analysis in the form of a pre–budget statement.

The pre-budget statement was shared at a press conference and later published in seven newspapers[14] The statement was further shared through twitter, Facebook, Instagram and HakiElimu's website for the public. HakiElimu and the BWG also trained 21 secretaries of Parliamentary Committees and Parliamentary Budget Officers on the details of budget analysis. BWG also used this opportunity to share CSOs budget position on the 2017/2018 budget.

Contents of the pre-budget statement included key budgetary demands for teachers' motivation, increased capitation and compensation grants to schools, funds for building and renovating schools infrastructure. The statement also called for a budget for addressing girls' education especially for improving hygiene in schools by allocating funds for improved water systems and availability, capitation for sanitary pads and girls' dormitories. It also called for funds to mitigate transportation challenges especially to rural areas. In response to the pre-budget statement, its contents were featured in the parliamentary budget discussions in May 2017 after forming part of the shadow Ministers' speech on education.
One of the gaps identified in the pre-budget statement was the teachers' outstanding salary claims as a

13 Five Firelight Partners organised feedback sessions with 200 stakeholders, 19 FCS partners organised feedback sessions with 1012

14 Kiswahili newspapers, (Tanzania Daima, Nipashe, Habari Leo and Mwananchi) and three English newspapers that included the Daily News, The Citizen and the Guardian).

result of the engagement with Parliamentary Committees the government has since promised to disburse TZS. 10.5 billion to pay teachers' outstanding salary claims in the financial year 2017/18. However, despite this, the post budget analysis, which we completed in the latter half of 2017 still indicates the needs for further advocacy as the education budget has dropped by 1.3% compared to what was allocated for the same sector in FY 2016/17.

4.3.2.1.4 Regional Education Learning Initiative (RELI)

HakiElimu has joined RELI, a regional learning initiative formed by 40 organisations from Tanzania, Kenya, Uganda and Democratic Republic of Congo and coordinated by the African Population and Health Research Centre (APHRC). The Initiative aims to foster learning and sharing among partners working on improving access and quality of education services in Tanzania and East Africa, as well as to strengthen Monitoring, Evaluation, Accountability and Learning among participating organisations. Through the Initiative, HakiElimu has linked with partners to share educational challenges and seek opportunities for collaboration to better support the government in addressing education challenges.

4.3.2.1.5 Participation in Regional Budget Analysis

HakiElimu collaborated with Melander Schnell Consulting Firm to conduct a Budget Analysis for 21 countries in East and Southern Africa. The assignment was commissioned to HakiElimu and MSC by UNICEF.

4.3.2.1.6 Impact and Innovation Development Centre (IIDC)

HakiElimu has partnered with IIDC to organise an annual learning convention on 'Harnessing Evidence, Learning and Partnerships to end violence against Children in East Africa'. The learning convention involved 8 Partners from East Africa and was attended by 101 participants representing CSOs and government officials from Tanzania, Kenya and Uganda as well as education experts.

4.3.2.2 All in, All Learning partnership convening

As one of the implementing partners of the All in All Learning initiative[15] supported by Comic Relief, HakiElimu took a lead role in organising the annual convening of partners. The objective was to bring together All in All Learning Programme Tanzania partners to share their experience and learn from one other , identifying important common policy and advocacy issues and strategizing how partners could best work together. Five partners[16] who attended the August convening agreed to collaborate in advocating for inclusive education.

4.3.2.3 Support to Strengthen Tanzania Education Network (TEN/MET)

Recognising the importance of TEN/MET as an entry point for government engagement with education CSOs, HakiElimu played a significant role in supporting the network to discharge its role effectively. For example: HakiElimu staff participated in all ESDC TWG and Task Forces
meetings held this year in the preparation of ESDP, carried out rapid review of the draft ESDP and other education strategies and papers and provided input, led the preparation of GAWE as well as participated in the ESDC and JESR meetings just to mention a few.

4.3.2.4 Engagement and training of MPs and full council members in transparency and accountability issues

HakiElimu conducted four major engagements to influence transparency and accountability in the education sector's planning and budget allocation to ensure that citizens' education needs were advocated for and heard. The engagements mainly focused on oversight bodies and partners with the mandate to

15 All in All Learning is an initiative supported by Comic Relief and focuses on addressing issues around Children with disabilities, girls vulnerable to school-based sexual violence, disadvantaged children of pre-primary age and most marginalized children.

16 Madrasa Early Childhood Program, Zanzibar (MECP-Z), Tanzania Cheshire Foundation (TCF), HakiElimu, Action for Disability and Development (ADD) and Save the Children

influence and demand transparency on financial planning and accountability in policy implementation and services delivery. The groups that were engaged included:

- *The Shadow Minister for Education:* This involved sharing the contents of the pre-budget statement which subsequently formed a major part of her budget speech in parliament.
- *Secretary of the Social services and welfare committee:* This was a special request from the Committee's secretary who requested HakiElimu's inputs on the 2017/18 education budget. The meeting was successful although it was a little late for its contents to feature in the Committee's speech.
- *23 Members of Parliament from the ruling and opposition parties.* This was a strategic meeting with MPs who had registered to contribute on the Ministry of Education budget discussions. The pre-budget statement and a brief analysis on the Ministry's speech were shared with the MPs.
- *HakiElimu Breakfast debate on the budget 2017/2018;* as members of the Budget Working Group HakiElimu prepared and shared the analysis of the education sector during the breakfast debate. The participants of the meeting included DPs, CSOs, government officials and the public. The major theme for discussion was the government trend of underfunding capital expenditure where only 30% of the allocated development budget for 2016/17 was disbursed by March 2017.

4.4. Outcome 4: Organisation capacity for effective programme implementation strengthened

4.4.1 Effective leadership, governance and quality assurance

HakiElimu through the Leadership and Quality Assurance department thrives to provide strategic direction, leadership and technical assistance for effective implementation of the strategy, transparency and accountability; and facilitate strategic advocacy and lobbying for supportive policies and related issues in education and democracy. The key priorities and focus areas this year include:

- **Board Meetings:** The HakiElimu Board of Directors continued to perform its governance role effectively and support the Management in the overall leadership of the organisation. The Board had a statutory meeting in March where, among other things, it reviewed and approved the 2016 audited financial statements, 2016 Annual report , 2017 annual implementation plan (AIP) and budget. A further board meeting was held in September, during which the Board approved the half year report, the updated 2017 budget and the updated internal policies. During this meeting Peter Maduki was voted as the board chair.

- **The Annual General meeting (AGM)** of Founder Members was held in April whereby two members (Prof Marjorie Mbilinyi and Mr Richard Mabala) were appointed to join the HakiElimu Board of Directors replacing Prof Martha Qorro and Mr Japhet Makongo who have completed their tenures after serving on the Board for two terms of two years each. Contrary to the previous two years, it was very encouraging to see almost 80% of the members present in this meeting.

- **Annual Retreat:** HakiElimu had a very successful retreat in May 2017 which involved Members, Board of Directors and all staff. The objective of this retreat was to create an opportunity for joint reflection on the organisational performance given the current political and economic environment and to brainstorm on how to maintain the original focus and vibe of HakiElimu and strategize on how to strengthen the organisation's performance.

- Annual Review and Planning Meeting: In October all staff attended the review and annual planning meeting to review the 2017 performance and formulate the organisation's work plans and budgets for 2018.

- **Finalising the Sustainability strategy:** In the period under review HakiElimu completed the preparation of the 2017–2021 Sustainability strategy, which outlines the funding expectations for this

strategic period until 2021 and the strategies to achieve these targets. We also finalised the recruitment of a Resources Mobilisation Advisor and Head of Programmes, who together will increase the organisation capacity in programme implementation as well as resources mobilisation.

- **Development Partners (DP) Meeting:** HakiElimu held two joint meetings with DPs, one in March and the second in October. The first meeting reviewed the 2016 Annual Report and endorsed the 2017 annual plan. The DPs advised HakiElimu to consider an early revision of the budget and plan based on the actual funding status. HakiElimu made a commitment to review the plan and budget in the second half of the year. During the October meeting HakiElimu presented the annual progress report and the revised budget and plan for the remainder of the year. We also presented and sought support for our new Girls Retention and Transition Initiative.

4.4.2 Monitoring, Evaluation, Accountability and Leaning (MEAL)

In 2017 the MEAL team has finalised the baseline across 22 districts, which will offer a benchmark on which progress against targets in the 2017-2021 Strategic Plan can be monitored and measured. The key findings from the baseline survey include;

- Lack of special support to children with disabilities; only 12% of all schools surveyed offer special services to cater for children with disabilities.
- Inadequate books in schools; more than 60% of surveyed schools did not have enough books.
- Lack of awareness on child protection issues; excessive abuse from teachers was reported from 15% respondents and bullying was reported from 35% of respondents. Despite these incidents, only 13% of schools have a child protection policy in place.
- Safe and conducive learning environment; more than 38% of schools lack clean classes and toilets, 52% do not have a clean water supply. Most of the schools (89%) surveyed had no fence or secure boarder to protect students from dangers outside or to prevent them leaving school premises.

The MEAL team also organised two quarterly review and learning meetings to build the capacity of HakiElimu staff on documentation of success stories, reporting on program progress and sharing progress on project implementation and lessons learnt. Key standard templates for documenting lessons learnt and reporting program results have also been developed and implemented.
The team has also developed the MEAL framework, which outlines how the 2017-2021 strategic plan will be monitored and evaluated. This is a living document that will be updated on regular basis to match any changes made on the program.

4.4.3 Financial performance and Administration

4.4.3.1 Funding and donor performance

HakiElimu achieved an income of $2,632,332.12 [17]in 2017, 65% of this is from bilateral donors, 33% from Trust and Foundations and 2% from contracts. This year we have secured new support from Comic Relief through the All in All Learning Initiative and we have increased the contribution from Sida and our private donor. As for 2018 we have a healthy pipeline with income currently anticipated to reach at least $3.2 million.

4.4.3.2 Finance and administration management and performance

Effective and efficient management of funds: 2017 marked the beginning of HakiElimu's 2017-2021 Strategy, which prioritises value for money. HakiElimu's Finance and Administration team has conducted internal orientation to all staff on how to effectively and efficiently utilise resources to reach desired outcomes. The team also worked in collaboration with the MEAL team to align existing financial and

17 This figure includes income from Sida and GAC that was received in December 2016 and therefore will not be included in the 2017 audit report as is was counted in the 2016 audit report.

operational reporting systems with the MEAL framework and ensured that all activities in the plans are linked with expected outcomes.

External audits: HakiElimu engaged an external audit firm (ABA Alliance) to undertake the statutory annual external audit. Due to good financial management systems and procedures that provide robust internal control procedures, HakiElimu continued to maintain a clean audit report. HakiElimu also had efficiency and due diligence audits commissioned by Sida and HDIF and conducted by Deloitte et Touch and KPMG respectively. Both audits acknowledged HakiElimu's strong financial, administration and human resources systems and practises and provided some areas of improvements which the organisation has already started to take action.

Effective usage and maintenance of organisational assets: HakiElimu has renovated its Information Technology System by upgrading the Local Area Network and replacing PBAX. To accommodate the increased number of staff that joined the organisation this year HakiElimu has also expanded its office space by constructing four new offices at the top of the office building using light materials.

4.4.3.3 Human Resources Management

In 2017, in accordance with approved staff establishment, HakiElimu was able to increase staff head count. Three new positions; Head of Programme, Monitoring Evaluation Accountability and Learning Manager and Resource Mobilisation Advisor were filled up through an open/transparent and competitive recruitment process. HakiElimu acknowledges that effective implementation of activities requires a skilled, dedicated and motivated team. For that reason we prioritise staff capacity building. In 2017 have continued to strengthen staff capacity through in house and external trainings. Some of the capacity building workshops held focused on Child Protection, Gender and Inclusive Education.

5. Challenges, on-going risks, lessons learned and the way forward

In 2017 we faced some challenges in implementing our plans, and in some instances we had to adjust our approach. Some of these challenges also represent ongoing risk in the implementation of our strategy.

Reduced transparency from Government:
The government is showing a downward trend in budget transparency, for example; in fiscal year 2016/2017 it published only four key budget documents out of eight required by OBS. This represents a decrease from six out of eight budget documents published in fiscal year 2014/2015 during OBS (2015). We had been working with OGP to do a reassessment, but the government later withdrew from OGP, which was a disappointing decision and created a problem of accessibility of some data. The OGP withdraw has affected some of our activities, which were intended to improve transparency and accountability. This includes our failure to publish domestically the results of Open Government Survey, despite the report being finalised in May 2017. Accessibility of key budget documents from the Ministry of Finance has become challenging, which limits our abilities to carryout budget analysis and discussions with MPs before the Parliamentary budget sessions. However HakiElimu believes the government is still committed to making information accessible and in collaboration with other Stakeholders we will continue dialogues with government on this issue.

The government's stance on teenage mothers returning to school:
President John Magulifuli's stand on teen mothers has affected to some extent HakiElimu's campaign on re-entry policy. HakiElimu in collaboration with other CSOs plans to intensify dialogue with the Government on this issue. Journalists are working with communities to get views (media survey) and their views amplified through media is a key tool to help us campaign the government to change its stance on this.

Cancelation and delays to HakiElimu TV spots and programmes:
The government has put in place new procedures for obtaining filming permits from the Tanzania Filming Board. One must first seek permission from the President's Office, Regional Administration and Local Government (PO-RALG) before the filming board grants a filming permit. HakiElimu had to hold meetings and discussion with PO-RALG and subsequently signed a Memorandum of Understating before it was granted a filming permit. These new procedures have resulted in delays that prevented the filming and broadcasting of Tafakari Time programmes in 2017. The permits have now been secured and we have completed filming for a series that will now be aired in early 2018.

In late September 2017, the Tanzania Communication Regulatory Authority issued a letter to a number of TV and radio stations banning the broadcasting of HakiElimu's TV spot on the girls' education campaign. According to TCRA's letter, HakiElimu TV spots were viewed to be 'unethical'. HakiElimu sought audience with TCRA officials to seek clarification on the matter. Despite the fact that TCRA failed to explain what was unethical in HakiElimu TV spots the ban has remained in effect until now. This has adversely affected our media campaigns. We plan to collaborate with other organisations, who have also been affected to seek clarifications and reversal of the decisions.

Legislation poses a risk to accountability and advocacy work:
Three pieces of legislation restricting press freedom in Tanzania became law in 2015/16, which Rights advocates argue have great potential for authorities to abuse the law to persecute government critics. These are:

- **The Statistics Act**, which imposes criminal penalties (including prison terms and high fines) for the publication of any statistical information without prior authorization from the National Bureau of Statistics, and for publishing "false" statistics.

- **The Cybercrimes Act**, which provides for prison terms and fines for several online activities, including the publication of false information and insulting or inflammatory rhetoric.

- **Media Services Bill**, which worsens the climate for free expression in the country, placing onerous and unnecessary regulations on media outlets, such as registration of journalists.

These will have an impact on our accountability and advocacy work. However we have identified the following measures to mitigate the risks: Maintaining HakiElimu's standards on research and advocacy work; Strengthening partnership with Public Universities and research institutions in research; Joining forces with other organisations to ensure clear guidelines on these laws; Increasing staff understanding for compliance of the laws.

6. Our plans for 2018

2018 marks the second year of implementation for HakiElimu's Strategic Plan 2017-2021. In this coming year we will continue to implement and deliver results against 4 outcomes, as presented in the Executive Summary.

Given the continued challenges for girls' education we will continue to focus on issues of gender and VACiS and this year we will launch the Girls Retention and Transition Initiative (GRTI), which is HakiElimu's innovative approach to promoting girls' education in Tanzania through direct interventions which will reduce some of the barriers to education for girls. This initiatives comes through our approach to promote best practices and testing what works. GRTI will ensure that government, schools and communities are working together to remove barriers that prevent girls enjoying their right to an education. As a result dropout rates will fall and we will ensure girls are staying in school and completing their education. In addition to monitoring and advocacy activities around girls education we will also achieve these results through a number of strategies including; the setup of a junior *friends of education* network to lead peer to peer learning and support within schools; through the distribution or sanitary products; the provision or improvement of water supplies and latrines in schools where these provisions are lacking; and close monitoring and follow up with girls who are at risk of drop out.

This year HakiElimu will also focus on issues of Inclusive Education through our advocacy, campaigning and community interventions. This will kick off with the launch of the Inclusive Education report early in 2018.

7. Financial Summary

HakiElimu continued to strengthen the internal control systems and procedures and to ensure compliance with a wide array of donor regulations and requirements. HakiElimu maintains integrated financial and management control systems to ensure its accountability for funds and this has enabled us to continue maintaining clean audit records. The audited financial statements are provided below and the full audited accounts are available on request.

STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2017

ASSETS	Notes	31-Dec 2017 TZS "000"	31-Dec 2016 TZS "000"
Non-current assets			
Property, plant, and equipment	4	3,960,581	3,865,155
Intangible assets	5	100	100
Total Non-current assets		3,960,681	3,865,255
Current assets			
Accounts receivables	6	41,655	9,531
Cash and cash equivalents	7	955,267	3,313,014
Total current assets		996,922	3,322,545
Total assets		4,957,603	7,187,800
RESERVES AND LIABILITIES			
Reserves			
Accumulated funds		144,791	120,980
Deferred capital grants.		417,864	217,717
Revaluation reserve		3,534,627	3,600,299
Total reserves		4,097,282	3,938,996
Current liabilities			
Deferred revenue development partners' grants	8	476,836	3,194,806
Accounts payable	9	372,944	53,998
Social welfare funds	10	10,541	-
Total current liabilities		860,321	3,248,804
Total equity and liabilities		4,957,603	7,187,800

Mr Peter Maduki
Chairperson
Date: 08/03/2018

Mr John Kalage
Executive Director
Date: 08/03/2018

STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2017

	Notes	31-Dec 2017 TZS "000"	31-Dec 2016 TZS "000"
INCOME			
Revenue grants	**8**	**5,229,565**	**4,033,586**
Other income		**-**	**15,509**
Total income		**5,229,565**	**5,049,095**
EXPENDITURE			
Media and Advocacy		**-**	**911.570**
Citizen Engagement and Action		**-**	**628.591**
Research and Policy Analysis		**-**	**507,363**
FCS Promoting SAMPLES		**-**	**69,123**
Strategic Direction Leadership		**-**	**690,784**
Finance and Administration		**-**	**1,202,464**
Contingercy costs (for 2016 Unspent funds returned)		**-**	**23,691**
Outcome One: lmproved Education System that promotes Equity; Inclusive & Effective Learning		**941,550**	**-**
Outcome Two: Citizens lnformed Organized and engaged in Critical Problem Solving, Government & Provision of Equity		**206,028**	**-**
Outcome Three: Government & Stakeholders are Responsive & Accountable to Provide Inclusive/Quality Education		**341,291**	**-**
Outcome Four: Organization Capacity for Effective Program Implementation Strengthened		**111,866**	**-**
Program Staff Costs		**1,459,283**	**-**
Outcome four: Leadership, Governance and Quality Assurance		**620,596**	**-**
Outcome four: Support Services and Firance		**1,542,945**	**-**
Total Expenses	**17**	**5,229,565**	**4,033,586**
Surplus for the year		**-**	**15,509**

STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED 31 DECEMBER 2017

	Accumulated Fund TZS "000"	Deferred Capital Grants TZS "000"	Revaluation Reserve TZS "000"	Total TZS "000"
At 1 January 2016				
Opening balance	619,148	155,935	565,399	1,340,482
Prior year adjustment		-		
Adjustment on deferred revenue	(594,878)	-	-	(594,878)
Adjustment on revaluation reserve	-	-	141,517	141,517
Adjustment on Accumulated funds	81,201	-	(81,201)	-
Restated opening: balance	**105,471**	**155,935**	**625,715**	**887,121**
Additions for the year	-	167,392	-	167,392
Revaluation gain	-	-	3,133,843	3,133,843
Release of depreciation	-	(124,321)	-	(124,321)
Charge on revaluation	-	18,711	(18,711)	-
Allocation - deferred revenue grants	-	-	(140,548)	(140,548)
Surplus for the year	15,509	-	-	15,509
At 31 December 2016	**120,980**	**217,717**	**3,600,299**	**3,938,996**
At 1 January 2017				
Opening Balance	120,980	217,717	3,600,299	3,938,996
Additions for the year	-	295,447	-	295,447
Release of depreciation	-	(200,021)	-	(200,021)
Prior year adjustment	-	104,721	35,827	140,548
Allocation - Deferred revenue grant	-	-	(101,499)	(101,499)
Adjustments during the year	23,811	-	-	23,811
At 31 December 1017	**144,791**	**417,864**	**3,534,627**	**4,097,282**

Annexes

Annex 1. List of publications

No.	Type of Publication	No. of copies printed
1	Strategic Plan 2017-2021	500
2	Strategic Plan Brief 2017-2021 (Swahili)	500
3	Strategic Plan Brief 2017-2021 (English)	500
4	Mimi ni Rafiki wa Elimu/*Friend of Education* (booklet)	16,000
5	Matokeo ya utekelezaji wa sera ya elimu bila malipo (tafiti ya ubora) / Implementation of free educational policy implementation (quality research):	5000
6	Fee free Education report (Qualitative)	3000
7	Fee free Education report (Quantitative)	3000
9	2016 Annual Report	500
10	Mimi na Elimu (Takwimu Muhimu za Elimumsingi) / *Friends of Education* (key statistics booklet	40,000

Annex 2. Areas of operation

S/N	Region	District	Name of School	School Type (Secondary, Primary)	Number of Students Total
1	Kagera	Muleba	Kagondo	Primary	395
			Kagondo	Secondary	273
			Kitunga	Primary	309
			Rubungo	Primary	939
			Bugasha	Primary	527
			Kishoju	Secondary	617
			Kaigara	Secondary	607
			Rutabo	Secondary	579
2	**Mara**	**Serengeti**	Mugumu B	Primary	420
			Kambarage	Primary	520
			Kambarage	Secondary	450
			Tamkeri	Primary	200
			Machochwe	Secondary	400
			Ikoma	Secondary	350
			Mbalibali	Primary	300
			Kitunguluma	Secondary	600
3	**Kigoma**	**Kigoma**	Ruhobe	Primary	672
			Bigabiro	Primary	588
			Kiganza	Primary	693
			Kagongo	Secondary	314
			Bitale	Primary	451
			Bitale	Secondary	506
			Mukabogo	Secondary	196
			Mkabogo	Primary	541
			Luiche	Secondary	517
4	Geita	Geita	Mwatulole	Primary	942
			Kasamwa	Secondary	1060
			Mwatulole	Primary	2962
			Simbaguji	Secondary	594
5	Morogoro	Kilosa	Mambegwa	Primary	382
			Mvumi	Primary	955
			Madoto	Primary	350
			Rudewa	Primary	1089
			Dendego	Secondary	188
			Chanzuru	Secondary	452

S/N	Region	District	Name of School	School Type (Secondary, Primary)	Number of Students Total
			Kutukutu	Secondary	514
			Mazinyungu	Secondary	688
6	Simiyu	Bariadi	Kidinda	Primary	1926
			Ibulyu	Primary	688
			Mahaha	Secondary	1102
			Itilima	Secondary	590
			Ntuzu	Secondary	175
			Gamondo	Primary	1833
			Mahaha	Secondary	509
			Nyakabindi	Secondary	232
7	Mwanza	Ukerewe	Nkilizya	Primary	1154
			Bukongo	Secondary	732
			Nansole	Primary	831
			Bukindo	Secondary	473
			Murutanga	Primary	850
			Buzegwe	Primary	789
			Bukanda	Secondary	598
			Namagondo	Secondary	557
8	Ruvuma	Tunduru	Frankwestorn	Secondary	754
			Naimiungo	Primary	1380
			Tuwenacho	Primary	517
			Namasakata	Secondary	467
9	Mtwara	Masasi	Mtunungu	Primary	507
			Mpindimbi	Primary	421
			Chanikanguo	Secondary	201
			IsdoreShirima	Secondary	248
10	Lindi	Kilwa	Kilwa Masoko	Primary	813
			Mnazi Mmoja	Primary	712
			Mpunyule	Secondary	290
			Dodomezi	Secondary	163
			Singino	Primary	1540
			Miteja	Primary	434
			Kikanda	Secondary	248
			Njinjo	Secondary	197

S/N	Region	District	Name of School	School Type (Secondary, Primary)	Number of Students Total
11	Coastal	Mkuranga	Bupu SM	Primary	942
			Ngalawani SM	Primary	495
			Kiparang'anda SS	Secondary	350
			Dundani SS	Secondary	328
12	Kilimanjaro	Moshi DC	Kiterini	Primary	780
			Kyou	Primary	768
			Gona	Secondary	560
			Mrereni	Secondary	499
13	Manyara	Babati	Kwarah	Secondary	623
			Maisaka	Primary	597
			Nangara	Secondary	465
			Halla	Primary	372
14	Tanga	Korogwe DC	Kasiga	Primary	352
			Chekelei	Primary	404
			Bungu	Secondary	400
			Mlungu	Secondary	350
15	Arusha	Arusha DC	Olosiva	Primary	975
			Naurei	Primary	1061
			Ng'iresi	Secondary	490
			Einot	Secondary	559
			Olturumet	Secondary	305
			Mukulat	Secondary	714
			Engorika	Primary	629
			Umoja	Primary	466
16	Njombe	Njombe	MjiMwema	Primary	813
			Mabatini	Primary	922
			Mpechi	Secondary	642
			Mabatini	Secondary	673
17	Mbeya	Mbeya	Iziwa	Primary	657
			Mlimani	Primary	914
			Nsoho	Secondary	245
			Sinde	Secondary	1141

S/N	Region	District	Name of School	School Type (Secondary, Primary)	Number of Students Total
18	Rukwa	Sumbawanga DC	Sandalula	Primary	688
			Muze	Primary	605
			Makuzani	Secondary	274
			Mazoka	Secondary	504
19	Tabora	Tabora	Kazima	Primary	214
			Itonjanda	Secondary	99
			Isike	Primary	1172
			Gongoni	Primary	528
			Kariakoo	Secondary	490
			Uyui	Primary	530
			Chang'a	Secondary	110
			Fundikira	Secondary	557
20	Dodoma	Mpwapwa	Vinghawe	Secondary	309
			Idilo	Primary	290
			Pwaga	Secondary	540
			Magungu	Primary	650
21	Singida	Iramba	Lulumba	Primary	431
			Lulumba	Secondary	499
			Kiomboi Bomani	Secondary	460
			Tutu	Primary	368
			Igumo	Primary	539
			Kizega	Primary	335
			Mgongo	Secondary	216
			Shelui	Secondary	512
22	Mara	Musoma	Mwisenge A	Primary	560
			Mwisenge B	Primary	645
Total	22	22	Primary	65	44,895
			Secondary	62	29,619

Annex 3. Performance Matrix

S/N	Outcome/ Outputs	Indicators	Target	Achievement	Data sources	Notes (e.g. reasons for deviations from the target etc.)
Area 1: Influence policy change and implementation						
Objective 1. To advocate for Government to develop and implement evidence-based policies that promote accessibility, equity, inclusive quality education in a friendly and protective environment						
1	Improved education system that promotes equity, inclusive and effective learning	Number of evidence based government plans, strategies and circulars which address accessibility, equity and inclusive quality education	2 education Policies and 3 strategies	1 policy (ETP) and 2 Strategies)	Program reports	Government failure to adopt ETP strategy
		Percentage of targeted councils that implement policy statements and guidelines effectively	22 program district councils	22 districts	Program reports	
1.1	A gender sensitive, protective and friendly teaching and learning environment is promoted	Number of TV and radio spots and programs that promote a gender sensitive, protective and friendly teaching and learning environment	2 TV spots	2 TV Spots produced and broadcasted (76 minutes of airtime)	Contracts and Transmission reports	
			2 Radio spots	2 radio Spots produced and broadcasted on 13 radio stations (7,417 minutes of airtime)	Contracts and Transmission reports	
			10 TV programs produced and broadcasted	10 TV program produced, but not broadcast	Contracts and Transmission reports	Due to changed government procedure in getting filming permits, the TV programs were recorded late hence will be broadcasted in early 2018
			1 Major Media survey in 10 districts	1 major media survey was done in 10 planned districts	Programme Reports, Contracts and Transmission reports	

S/N	Outcome/ Outputs	Indicators	Target	Achievement	Data sources	Notes (e.g. reasons for deviations from the target etc.)
		Number of surveys and researches published	1 Major Research, 2 surveys	1 research report, 1 PETS survey report	Programme Reports	Due to budget constraint, only one PETS survey was conducted
		Number of citizens who participate in community dialogues that promote a gender sensitive, protective and friendly learning and teaching environment	86 Community dialogues in 22 districts at village level (reaching at least 100 people in each village) and 22 public forums at district level (reaching 70 people)	Conducted 82 community dialogues at village level (led by CIVs) and 21 public forums at district level, reaching over 10,000 people including LGAs, teachers, students, parents and community members	Activity, quarterly and Annual reports	We were unable to conduct dialogues in all districts as the signing of the MOU with Njombe has been delayed. Community dialogues revitalised and refreshed community commitments towards ensuring children are protected and have friendly learning environment that respect gender needs and right of quality education to all children.
1.2	Education policies and strategies are effectively implemented and	Number of influential stakeholders involved in	1260	District Executive Directors (DED) 21	Activity report	
	the gaps identified in ETP 2014 are addressed	forums to undertake critical review of policies		District Executive Officers (DEO) 42 (21 for primary & 21 for secondary)		
				District Planning Officers (DPLO) 21		
				Community Development Officers (CDO) 21		
				Council Chairperson's 21		
	the gaps identified in ETP 2014 are addressed	forums to undertake critical review of policies		District Executive Officers (DEO) 42 (21 for primary & 21 for secondary)		
				District Planning Officers (DPLO) 21		
				Community Development Officers (CDO) 21		
				Council Chairperson's 21		

S/N	Outcome/ Outputs	Indicators	Target	Achievement	Data sources	Notes (e.g. reasons for deviations from the target etc.)
				DEO academics 42 (21 for primary and 21 for secondary)		
				DEO adult Education 21		
				DEO Special Education 21		
				DEO academics 42 (21 for primary and 21 for secondary)		
				DEO adult Education 21		
				DEO Special Education 21		
				Heads of all program schools 123		
				School committee/board chairpersons 123		
				Friends of Education 105		
				Teachers representatives 123		
				Community Members 576		
		Number of position and working papers on policies published	3 working papers, 1 Position paper	3 working papers	Program reports	The position paper has been completed, but will be published in early 2018.
		Number of stakeholders who participate in the annual education symposium	300 Stakeholders	259 participants attended the symposium	Symposium attendance list	Other stakeholders did not attend due to competing priorities
1.3	Tanzania's education philosophy and other key policy issues are discussed and recommendations are made	Number of papers presented to inform discussions on Tanzania education philosophy and policy issues	4 papers	4 Papers	Symposium report	

S/N	Outcome/ Outputs	Indicators	Target	Achievement	Data sources	Notes (e.g. reasons for deviations from the target etc.)
Area 2: Promote Citizen Participation and Engagement						
Objective 2: To promote citizen participation in provision and monitoring of equitable, inclusive and quality education						
2	Citizens are informed, organised and engage in critical problem solving, monitoring governance and provision of quality education	Index on levels of debate and discussion on education quality, gender and VAC	250 *Friends of education* participate in Educational debates through 12 community radio	250 *Friends of education* participated in Educational debates through 12 community radio stations	Activity Report	Discussions/ debates on issues related to quality education, inclusive education VACs and Gender raised and deliberations to address the existing challenges such as education to girl child were made
			21 SPM feedback meetings	21 SPM feedback meetings conducted		
			4 PETS feedback meetings	4 PETS feedback meetings conducted		
		Number of citizens who receive advocacy messages concerning gender and VAC	4 million reached through Social Media	4,572,900 engaged on social media		Due to budget constraints we have not yet engaged media monitoring companies for audience reach measurements
2.1.	Citizens' understanding of education issues including gender and vac is enhanced	Number of citizens participating in gender and VAC forums	8,800 community members through community dialogues	10,000 people including LGAs, teachers, students, parents and community members participated in community dialogues	Activity Report	Community awareness on gender and child protection issues increased; mechanisms for addressing gender and VAC issues in schools proposed/taken
			21 CIVs attend gender festival	21 CIVs from 21 districts attended Gender Festival organised by TGNP		

S/N	Outcome/ Outputs	Indicators	Target	Achievement	Data sources	Notes (e.g. reasons for deviations from the target etc.)
		Number of *Friends* networks facilitated to be established or strengthened	Strengthen 3 *Friends* Networks	3 *Friends* networks strengthened (Kilwa, Masasi and Tunduru);	Activity Report	Ownership of the *Friends* of Education Movement by the *Friends* themselves increased; Actions plan for *Friends* networks engagement at community level drawn; the concept of *Friends* of Education Movement communicated further to other people
			8 *Friends* Networks facilitated	7 *Friend's* networks were facilitated in Geita, Babati, Tanga, Ukerewe, Muleba, Tabora and Kigoma		
				2 *Friends* networks were linked to Women fund and secured 10 million grant each to support their engagements on gender and VAC activities		
			1,000 new *Friends* recruited	1,491 new *Friends* recruited		
2.2.	Citizens' participation and monitoring of school governance and delivery of quality education is improved	Number of citizens participating in community dialogues	8,800	10,000 citizens participated in community dialogues	Activity report	The activity was not done in Njombe district following district authorities requesting signing of MoU before continuing with interventions in schools

	Outcome/ Outputs	Indicators	Target	Achievement	Data sources	Notes (e.g. reasons for deviations from the target etc.)
		Number of citizens involved in education and accountability monitoring through SPM, SAM and PETS	99 CIVs to conduct SPM in 127 program schools	99 CIVs conducted SPM in 123 schools;	Activity report	4 schools in Njombe district were not covered as the district requested signing of MoU before continuing working with schools
			60 people (15 per district) to conduct PETS in 4 districts (Babati, Tabora, Kilwa and Serengeti)	60 people conducted PETS exercise feedback meetings in 4 Districts (Kilwa, Tabora, Babati and Serengeti);		
2.3	Policies, circulars and guidelines are simplified and shared to enable effective implementation by citizens	Number of policies, circulars and guidelines simplified and shared with citizens	2 Policies/ guidelines	1 guideline (BEST, 2016)	Simplified Brief	Time constraints
Area 3: Promote transparency and accountability						
Objective3: To promote and advocate for transparency and accountability in provision of quality education						
3	Government and stakeholders are responsive and accountable to provide inclusive and quality education	Number of targeted partner stakeholders who support initiatives to provide inclusive and quality education	70	71		
		Number of targeted schools that publicly display key financial information	127 Program schools across 22 districts	123 in 20 districts	SPM Report	4 schools in Njombe district were not covered as district authorities requested signing of the MoU before continuing doing
						any activity in schools
3.1	Citizens' education needs and demands are advocated for	Number of LGA staff who promote rights to education	22 LGAs	22 LGAs	LGA reports	

S/N	Outcome/ Outputs	Indicators	Target	Achievement	Data sources	Notes (e.g. reasons for deviations from the target etc.)
3.2	Transparency and accountability of Government and schools promoted	Number of MPs and full council members trained and engaged in transparency and accountability issues	30 MPs	22 MPs	Engagement Report	Other MPs had competing priorities when the activity was conducted
		Number of public resources and accountability reports published	1 Post budget Report	1 Post Budget Report		
		Number of campaigns on transparency and accountability conducted	4 Campaigns	4 LGAs through PETS	PETS Reports	



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