

HakiElimu

2019

Annual Report

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Abbreviations and Acronyms

AGM	Annual General Meeting
AIAL	All in All Learning
CIVs	Community Information Volunteers
CSOs	Civil Society Organisations
DP	Development Partner
ECD	Early Child Development
FoEs	Friends of Education
GAWE	Global Action Week for Education
GRTI	Girls Retention and Transition Initiative
IBP	International Budget Partnership
MEAL	Monitoring, Evaluation, Accountability and Learning
MPs	Members of Parliament
NGO	Non-Governmental Organisation
NPAVAWC	National Plan of Action to End Violence Against Women and Children
PETS	Public Expenditure and Tracking Survey
PGA	Participatory Gender Audit
PO-RALG	President's Office-Regional Administration and Local Government
RELI	Regional Education Learning Initiative
SAM	Social Accountability Monitoring
SDG	Sustainable Development Goal
SEN/D	Special Education Needs and Disability
SMS	Short Message Service
TEN/MET	Tanzania Education Network
ToT	Trainer of Trainers
TV	Television
VAC	Violence Against Children
VACis	Violence Against Children in School

A Word from HakiElimu's Board Chair



Ensuring that everyone accesses his or her right to education is not an easy task. It requires committed involvement of so many stakeholders both in support of government strategies for education and their implementation, but also in promoting other initiatives which have not been given so much visibility, either nationally or locally. This requires a high level of adaptability and flexibility on the part of those who are working for the right to education for all.

Due to the effectiveness of its work in support of the right to education, it comes as no surprise that HakiElimu was recognised by the African Civil Society Excellence Award 2019. It not only defeated CSOs from all over Africa to win the overall award for its organisational capacity to achieve programme impact but also awards for leadership and governance, as well as strategic ability and adaptability. We should all be proud of every member of HakiElimu's staff who have been untiring in their commitment to the goals and plans of HakiElimu in their work despite sometimes facing difficulties or even hostile circumstances. The Award recognises them all and truly, we should all be proud of how HakiElimu is making Tanzania proud.

HakiElimu's adaptability and flexibility have been well shown in the range of the organisation's activities over the past year. It has provided key data to the government and to Parliament and engaged with them to enable informed discussion and decisions on ways of improving our education system and promoting the right of education to all. It has also continued to carry out key researches into different aspects of education which are being used as it engages with government over issues that affect the fulfilment of that right.

At the same time, working with and through the grassroot movement of Friends of Education, and other national and international partners, it has supported and promoted implementation of a wide range of activities including community dialogues and libraries, support to girls' education through ensuring provision of water to reduce their vulnerability to gender-based violence and enabling effective functioning of their own gender and VAC clubs. The development of child friendly pre-primary education and an initiative to promote inclusive education for those with special needs in particular those with disabilities (which also translated into recommendations to the government on how to expand inclusive

education for all) are also among the achievements to celebrate based on this strong partnership. It is important to forge new paths and provide models on which broad based action can be built.

It has managed to achieve this despite and during the most fundamental organisational change in HakiElimu since it was founded. Thus, HakiElimu was able to take all the necessary steps to change its status successfully and be re-registered in line with the new NGO Act and ensure that it complies with the stipulations of the Act.

All the above could only have been achieved through the dedicated and expert work of all HakiElimu's staff, and the Friends of Education, with support from the Members and the Board who have provided key inputs, particularly in relation to the change of status and its implications. I congratulate one and all. It would be wrong not to recognise the role played by the management, whose commitment to the ideals of HakiElimu was translated into ensuring the organisational capacity to put those ideals into practice. As a result, we won the Civil Society Excellence Award for our work but, above all, that excellence has meant that thousands of Tanzanian children now have a better chance to receive the quality education that is their right.

Richard Mabala

Board Chair

Statement from HakiElimu's Executive Director



Dear Partners, Friends and Colleagues,

It has been a pleasure to work with you in the third year of the five-year journey of implementing our ambitious 2017-2021 Strategic Plan which aims at addressing challenges in the education system including poor quality of learning, violence against children in schools, inadequate inclusion and poor retention, transition and access to education for girls. Our strong collaboration with many stakeholders including the government, development partners, other CSOs and citizens has been a tremendous asset for the success realised in the year 2019 which are reported in our annual report.

As reported in the Voluntary National Review (VNR) for SDG presented during the 2019 High Level Political Forum in July 2019, the assessment of thematic goals shows that in delivering quality education, strong partnerships among the Government, non-state actors, and development partners exist. As a result of these joint efforts and collaboration between the different education stakeholders, several solid achievements have been accomplished in the education sector in the past one year. HakiElimu acknowledges and commends the efforts put by the Tanzania government in the education sector including provision of fee free basic education. We have also witnessed how fee free education has resulted into increased gross and net enrolment which has reached over 90 percent and 87 percent respectively. More than 70 percent of primary school leavers' transition to secondary and the Gender Parity Index (GPI) in net enrolment for primary school aged children is 1.03 and the GPI for gross enrolment is 1.01.

Despite the many achievements which we are proud of as a nation, there is an increasing demand for serious reflection on the state of education today. More so on the kind of education and the delivery systems that are required to realise a vibrant and sustainable industrial economy that our nation aspires to be by the year 2025. In fact, there is rising overt discontent with the overall performance of formal education at all levels as many challenges continue to face our education system. No wonder some of the reputable public figures, media, Members of Parliament, parents and employers express concerns regarding our education system in general and the type of graduates produced by our learning institutions. Reiterating the above challenges

does not mean that HakiElimu is not aware of the government's and stakeholders' determination to avert them, but rather it is a reminder to all of us the task ahead and the need to double the efforts under the leadership of the government.

As one of the major education stakeholders, HakiElimu is appreciative of the decision to review the 2014 Education and Training Policy which was announced during the September 2019 Annual Joint Education Sector review meeting. It should be noted that HakiElimu expressed its dissatisfaction with the ETP 2014 immediately after it was launched through a position paper entitled "*Will the '2014 Education and Training Policy' Prepare Tanzanian Children to Face Challenges of the 21st Century?*" which was published in October 2015. We continued the efforts to monitor implementation of the policy and different implementation strategies and engaged actively in different policy dialogues to air our views on what should be done to ensure the Tanzania children are effectively learning.

As an advocacy CSO, HakiElimu is duty bound to bring to stakeholders its views on this policy revision process and is committed and prepared to participate effectively. HakiElimu believes, the evidence generated through various researches conducted over years including those conducted in year 2019; experience and lessons generated through working with different partners; participation in national and international learning initiatives including RELI and AIAL; and the internal and external expertise which HakiElimu has or is able to access are imperative to make HakiElimu participate effectively in this process and offer invaluable contribution. It is HakiElimu's plea to the government to ensure that this process is highly consultative and thorough enough to ensure that at the end we will have a very sound policy that will guide Tanzania's education for at least the next 20 years or so. This is because frequent revisions of policies often have significant negative effects on education.

I would finally like to end by expressing my sincere thanks to the government, in particular MoEST and PORALG for the collaboration and support to our operations. My sincere gratitude goes to all our development partners including Sida, GAC, DFID (through HDIF and KPMG), WPF, Comic Relief and FCS for their financial and technical support.

I also acknowledge the strong support of the HakiElimu Board of Directors and Founder Members for their effective governance role and oversight. Last but not in any order of importance, we sincerely thank all our partners including universities and members of the Friends of Education Movement without whose support the achievements reported herein would not have been realised.

Our victory as the overall winners of the 2019 African CSO Excellence Awards, which was a victory for all Tanzanians, resulted from all their contributions. I believe with strong determination and involvement of all stakeholders we can gradually overcome the education challenges, including the learning crisis, which is a global problem. Let's all work together to improve the quality of our education system and sector.

Dr. John Kalage



Executive Director

1. Executive Summary

Between 2017 and 2018, Tanzania has made impressive efforts to encourage and enrol children in basic education. Except for pre-primary education whose enrolment decreased by 6% from 1,517,670 to 1,422,868, primary, lower and upper secondary experienced positive enrolment trends of 8.5% and 12.6% and 11.7 respectively. Gender parity has improved as reflected in improved girls Gross Enrolment Ratio from 2.5% (in 2014) to 6.6% (in 2018).

However, the increase in enrolment has not been accompanied by a proportional increase in resources for teachers, classrooms, and books. Currently, public primary schools face a shortage of over 82,200 classrooms while public secondary schools lack 4,647 classrooms to meet the required national standard. The shortage of teaching staff is still a big challenge with Pupil Qualified Teachers Ratio (PQTR) of 1:114 against the standard norm of 1:25 in pre- primary. In primary schools, the overall Pupil Teacher Ratio (PTR) in 2018 was reported to be 1:54. However, some regions had severely bad ratios of 1:75.

To address the challenges and make them history more investment is needed. To the contrary, however, we have seen a declining trend of resources allocated to the sector. The budget has declined from 17% in 2015/16 to 14% in 2018/19[1]. This decline, has not only reduced the education sector's position in government's priority sectors list, but also made Tanzania fall short of regional and international commitments such as the Dakar Commitment and Incheon Declarations, which require countries to allocate at least 20% of the National Budget to the education sector.

HakiElimu is one of the leading national organisations in Tanzania contributing to tackling these challenges. In the third year of implementing its five-year strategic plan (2017-2021), HakiElimu continues to promote an open, just and democratic Tanzania, where all people enjoy the right to education that promotes equity, creativity and critical thinking. Through this strategy, HakiElimu is addressing several challenges in the education system. These include violence against children in schools, lack of inclusion, particularly for children living with disabilities and poor retention, transition and access to education for girls. HakiElimu achieves this through three programmatic and one organisational outcomes:

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

1 The calculation of education sector share of the budget includes the national debt servicing. If you exclude the national debt, servicing the % goes up.

Key Achievements in 2019

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

The Girls Retention and Transition Initiative

HakiElimu supported 36 girls and 2 boys from 5 districts (Arusha DC 20, Babati 2, Serengeti 2 girls and 2 boys, Bariadi 9 and Ukerewe 3), preventing them from dropping out of school. As a result of GRTI interventions, 1,665 girls gained access to clean toilets and changing facilities. At the same time, 854 girls have been provided with sanitary pads while, attendance rate of girls has increased from 75% in 2018 to an average of 85% in 2019. In 10 GRTI schools, the number of girls who passed their form four examination has increased by 1.1% from 67.1 to 68.2.

Raising awareness through the media

HakiElimu continued to use the media to promote a gender sensitive, protective and friendly teaching and learning environment. Through the *Je, tuko Pamoja* Campaign, HakiElimu reached approximately 21 million people through TV and radio spots, social media and publications. The government responded positively on the campaign by fast-tracking distribution of books to schools where 38,004 books (15,800 Braille and 22,204 with enlarged text) were distributed by end of 2019.

Improve the Quality of Pre-primary education

Evidence from the field shows that the Mwanzo Mzuri project has increased pre-primary attendance from 52% to more than 85% in project schools and increased parents' participation in pre-primary education by more than 70 percent compared to the situation before the project. HakiElimu in collaboration with local government authorities and communities under the Mwanzo Mzuri project has improved the learning environment for pre-primary children in seven schools through the construction and fitting of 6 pre-primary classrooms and one toilet. It is estimated that 1,246 pre-primary school children (636 males and 610 females) will be benefiting from these facilities starting from 2020.

Identifying Policy gaps and generating an evidence base

HakiElimu has continued to generate evidence to identify policy gaps and inform policy recommendations and advocacy. HakiElimu launched and published a research on Factors affecting girls' retention and transition to higher levels of education. The official launch was amplified through a social media and SMS campaign and through the Ministry of Education Science and Technology website. The study highlights key challenges affecting girls' retention and transition and provided recommendations on key areas for organisation advocacy work

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

Friends of Education mobilising communities to address education challenges

Friends of education has taken a lead role to address challenges on school infrastructure. In Tabora region, they have mobilised communities to construct a girls" dormitory at Itojanda secondary school, and three additional classrooms at Ifucha primary school. In Masasi district, they did the same leading to construction of two classrooms at Mpindimbi Primary School while in Mbeya Municipal they mobilised the community

and are now building a school fence at Mabatini primary school. On another hand, they have continued their efforts to fight violence where 3 child violence cases were identified, reported and followed-up to ensure action was taken.

Raising community awereness on education challenges

In this reporting period, 9 Friends of Education in 9 districts conducted 36 radio talk shows and broadcasts through 9 local radio stations and reaching 4.3 million people programme. The community awareness campaign was extended through SMS campaign messages, reaching 48,600 citizens (36,450 males and 12,150 females) with key messages promoting child protection, inclusive education, girls' education and rights. The campaigns have led to community to act to address education challenges in their respective area

Addressing violence in school

The roll-out of the Good School Toolkit for ending violence in school has started with the induction meeting which involved District Executive Directors (DEDs), District Education Officers (DEOs) for primary and secondary schools, District Administrative Secretaries (DASs), District Community Development Officers, Statisticians and the Chairpersons of the Councils from the four pilot districts (Moshi, Korogwe, Kilwa and Masasi). All visited district councils have commended HakiElimu efforts in ending violence in school as part of the National Plan of Action to End Violence Against Women and Children in Tanzania (NPAVAWC 2017/18 – 2021/22).

Outcome3: Government and stakeholders are responsive and accountable to provide inclusive and quality education

HakiElimu through its pre-budget statements and engagement meeting with Members of Parliament (MPs) advocated for:

- Increased education budget: Over the past 5 years the education budget has been declining from Tsh 4,770 billion in FY 2016/2017 to Tsh 4,512 billion and Tsh 258 billion) in FY 2018/2019
- Increased number of teachers to address the challenge of teacher shortage as reported in schools across Tanzania.
- Ensuring teachers are paid their statutory benefits by the government, to increase teachers' motivation
- Improved learning environment by reminding the government to disburse the promised 29 billion TZS for construction of 400 classrooms
- The need to separate Higher Education Loans Board budget from the MoEST Development budget in order to have clear reflection of the education budget aimed to development projects as a way of addressing declining education budget sector allocation

Capacity building to CBOs on accountability and transparency

A total of 176 education projects, valued at TZS 9 billion were monitored by 24 trained representatives (14 males and 10 females) from 24 organisations who were trained on Social Accountability Monitoring (SAM) and Public Expenditure Tracking Survey (PETS). A total of Tsh 496 million was saved or recovered through PETS/SAM activities at the local level[2]. Social accountability interventions have also resulted in improved transparency of income and expenditure of public resources in education where 249 villages out of 440 villages (57 percent) involved in the exercise are publicly displaying information on income and expenditure through notice board and public meetings.

2 The saving was made as result of follow-up of projects though PETS some of which were overpriced. As a result, these projects were im plemented with lower amounts than budgeted for. The recovery was made for funds/materials which were embezzled

Advocate for changes of the repressive laws that limits transparency and accountability

HakiElimu in collaboration with other CSOs in the country worked to advocate for changes in the Statistics Act 2019, which limited among other things, CSOs' mandate to conduct independent research, share findings and independent analysis of government statistics. . The joint efforts led to removal of draconian sections in the Act after its amendment to allow publication of analysis or survey findings without the approval of the Statistician General.

Outcome4: Organisation capacity for effective programme implementation strengthened

Effective leadership, governance and quality assurance

Board meeting and Annual General Meeting (AGM)

In 2019 HakiElimu organised a number of meetings to support the leadership, governance and quality assurance of the organisation. These include:

- 2 Board meetings
- The Annual General Meeting with Members and the Board and 1 extra-ordinary General Meeting
- 2 Development Partners Meetings

Through these meetings HakiElimu presented the annual and mid-year reports, financial information and annual plans for feedback . One of the Annual General Meetings was called to discuss and approve transfer of the assets and liabilities from HakiElimu Company to HakiElimu NGO following changes of registration of HakiElimu from Company Ltd to NGO to comply with the new NGO Act. Through the meetings the proposal to engage Auditax International to audit HakiElimu 2019 Accounts was discussed and approved

African Civil Society Excellence Award

HakiElimu proudly emerged as the overall winner of the 2019 African CSO Excellence Awards. The Awards highlight the importance of organisational capacity to achieve programme impact. The award is a joint venture between EPIC-Africa and the Rockefeller Foundation

Monitoring, Evaluation and Accountability and Learning (MEAL)

Among key lessons generated from HakiElimu MEAL system and used to inform programme performance. This includes the need to intensify engagement of district officials in community initiatives to address education challenges, strengthening documentation and sharing of Friends of Education community mobilisation efforts and actions to address education challenges and the need to intensify HakiElimu efforts to prevent and respond on violence against children in school.

Financial Performance and Administration

Donor Income

In 2019 HakiElimu signed a new funding partnership with KPMG(/UKAid) for the implementation of Accountability in Tanzania II and a private donor – Stromme Foundation. This reduced HakiElimu's funding gap for 2019, though at the half year point HakiElimu still had a funding gap of almost 300,000 USD and was therefore obliged to scale down the 2019 original plan budget of Tshs. 7.8M to Tshs. 7.6M

Financial Management

HakiElimu's statutory external audit for the 2018 financial statements received a clean audit report. To strengthen accountability, HakiElimu also engaged an independent auditing firm as an internal auditor, to carry out internal audits on a quarterly basis for the year 2019.

Human Resources Management

In 2019, one employee resigned from her position and the process of filling the vacancy has already started. Another employee from the Support Services Administration and Finance Department was reassigned to the Community Engagement and Action Department, following job classification, which was completed in early 2019.

Challenges, lessons learned and the way forward

Delays to get research permits and approvals for dissemination

HakiElimu continued to face challenges in relation to the Statistics Act and securing research permits and approvals for publications. Although research permits have now all been approved the delays for approval has caused delays to the planned timelines.

Lessons Learnt

- Partnerships and continuous constructive engagement can lead to changes in repressive laws that limit CSO operations
- Increased awareness and capacity building for teachers have changed their perception and willingness to teach pre-primary classes
- Due to increased scrutiny of CSOs' work, it is high time to ensure our contribution is acknowledged and reflected in government reports
- There is need to be inclusive in our TV spots and Tafakari Time TV programmes

2020 Plans

In 2020, HakiElimu plans to scale up the Girls Retention and Transition Initiative from the current 44 to 127 schools. The organisation will continue to fight violence in school by piloting the Good School Toolkit. In collaboration with different partners including Launchpad, VIA and Mkwawa Universities, HakiElimu will continue to train teachers and support learners with special needs in advocating for integration of that training into the existing teacher training structures. HakiElimu will also sustain engagements in regional and international learning platforms.

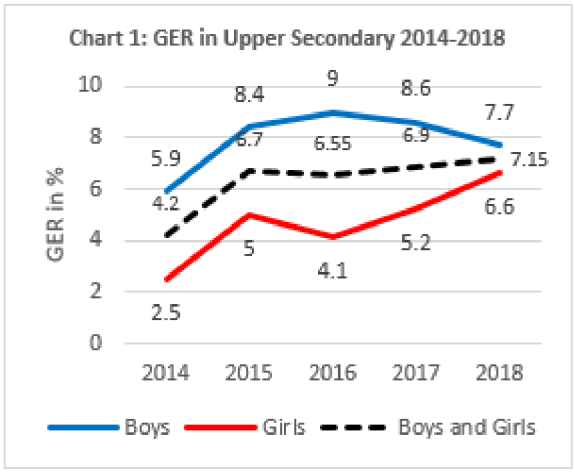
2. Introduction

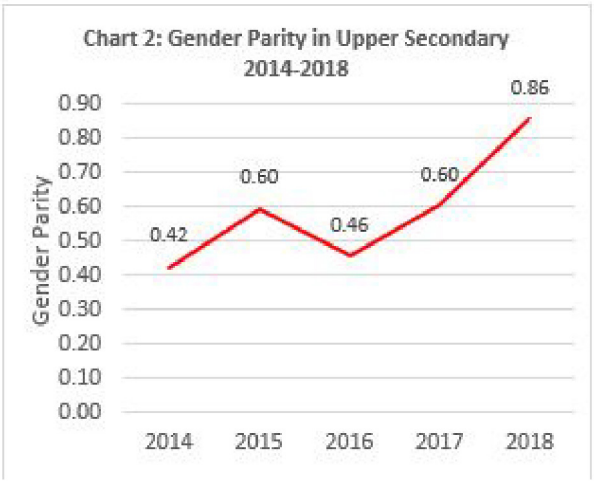
2.1. Tanzania Education Land scape

2.1.1. Recent Achievements and Challenges in Education Sector in Tanzania

Enrolment Trend

Tanzania has made impressive efforts to encourage and enrol children in basic education between 2017 and 2018. Except for pre-primary education which its enrolment decreased by 6% from 1,517,670 to 1,422,868, primary, lower and upper secondary experienced positive trend of enrolment of 8.5% and 12.6% and 11.7. In primary education, students' enrolment increased from 9,317, 791 to 10, 1116, lower secondary's enrolment increased from 9,317,791 to 1,991,021 while in upper secondary it increased from 140,967 to 157,445. Despite good progress of enrolment, there is still gender discrepancies on enrolment in upper secondary, which was 0.86 in 2018. Gender parity has improved from 0.6 due to improved girls Gross Enrolment Ratio from 2.5% (in 2014) to 6.6% (in 2018). This implies huge achievements by education stakeholders in Tanzania who work to promote gender parity in upper secondary.





As shown in table 1, Pre-primary and primary public schools enrolled 92.5% and 96% of students respectively in 2018 while private school share of enrolment was just 7.5% and 4% in pre and primary education. In lower and upper secondary, the share of private enrolment is slightly higher with 14.5% and 31.6% respectively.

Table 1: Enrolment in Primary, Lower and Upper Secondary between 2016 and 2018

	2017	2018	Enrolled in Government Schools in 2018	% share
Pre-Primary	1,517,670	1,422,868	1,334,726	92.5
Primary	8,222,667	10,111,671	9,707,207	96
Lower secondary	1,870,280	1,991,021	1,702,323	85.5
Upper secondary	77,067	157,445	107,692	68.5

Source: BEST 2018

2.1.2. Teaching and Learning Environment

The increase in enrolment has not been accompanied by a proportional increase in resources for teachers, classrooms, and books. Despite sustained efforts to improve school infrastructure and facilities, more investment is needed to make this challenge a history in Tanzania. Currently public primary schools face a shortage of over 82,200 classrooms while public secondary schools lack 4,647 classrooms to meet the required national standard ratio of 1 classroom per 45 students. In 2018 for instance, a total of 24'433 students who completed and passed their national form four exams, did not join the form five studies due to shortage of classrooms. Equally in 2019 and 2020 133,747 (18.24%) and 58,699 (7.73%) consecutively, standard seven graduates who qualified to join lower secondary schools were not enrolled due to shortage of classrooms. In Government primary schools, average male Pit Latrine Ratio is 1:58 against the Standard of 1:25; and that of females is 1:55 against the standard of 1:20.

Teaching staff shortage in pre-primary and primary education is still a big challenge. In pre-primary schools, for instance the Pupil Qualified Teachers Ratio (PQTR) was 1:114 in year 2018 against the standard norm of 1:25. Currently, there are only 9,127 qualified teachers of pre-primary education while the requirement to attain the ratio of 1:25 is 53,400 teachers. In pre-primary education, the shortage is almost 44,273 teachers. In primary schools, the overall Pupil Teacher Ratio (PTR) in 2018 was reported to be 1:54. However, some regions had severe bad ratio for instance, Katavi region has the lowest PTR of 1:75 and Kilimanjaro region has the highest PTR of 1:34. Using the ratio of 1 classroom per 40 students, the primary teachers' deficit stands at around 65,000 teachers.

2.1.3. Completion and Transition

There is a challenge of retention, transition and completion in basic education. Tanzania education system has not adequately ensured and supported children to complete their last grades in basic education. According to BEST 2018, the completion rate in primary education fell from 80.4% in 2017 to 71.1% in 2018, implying that 24.3% did not complete primary education in these years. While completion rate is higher in primary education, the rate in lower secondary was just 38%, leaving almost two third of students not completing the last grade of lower secondary education in Tanzania in 2018.

In 2018 according to NECTA, PO-RALG only 72.8% of boys and 69.2% girls transitioned from primary to secondary school. The challenge of transition is even worse between lower secondary and upper secondary. In 2018, only 37% of boys and 26% of girls transitioned from lower to upper secondary.

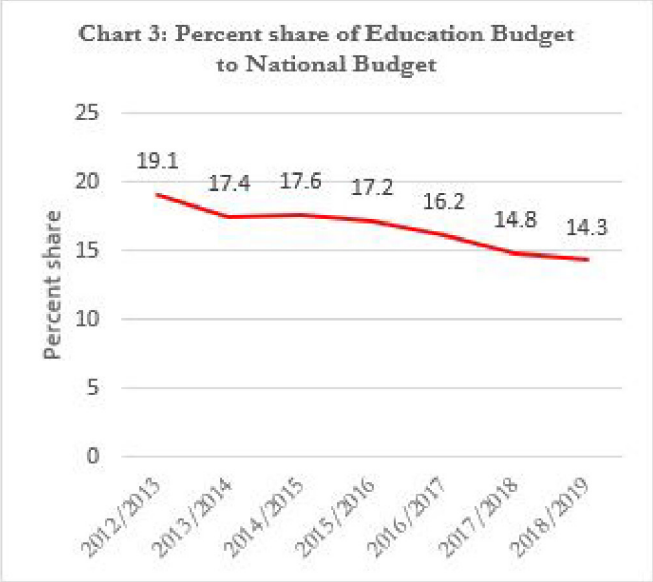
2.1.4 Students learning

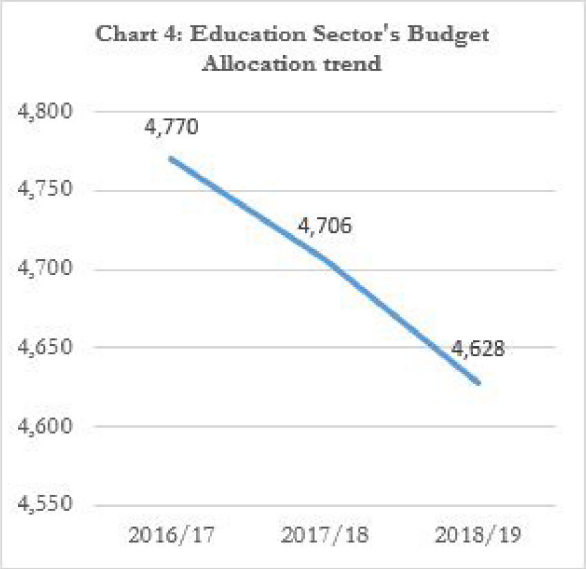
According to NECTA 2020 and BEST 2018, Pass rate in lower and secondary has increased progressively between 2016-2019. In primary education, the pass rate increased from 78% in 2018 to 81.5% in 2019. Likewise, lower secondary's pass rate followed the same pattern, which increased from 79% to 80.6% in 2019. Despite the increase in pass rate in primary and secondary education, there are indicators that majority of children in primary education are not learning. UWEZO report of 2019, using data collected in 2017 indicates that rate of literacy and numeracy of children age 9-13 have marginal improvement from 42% to 45% between 2011 and 2017 respectively. Children of standard 3 to 7 in urban have high literacy and numeracy rate of 70% as compared to 60% of their peers in rural areas.

2.1.5 Education Financing in Tanzania

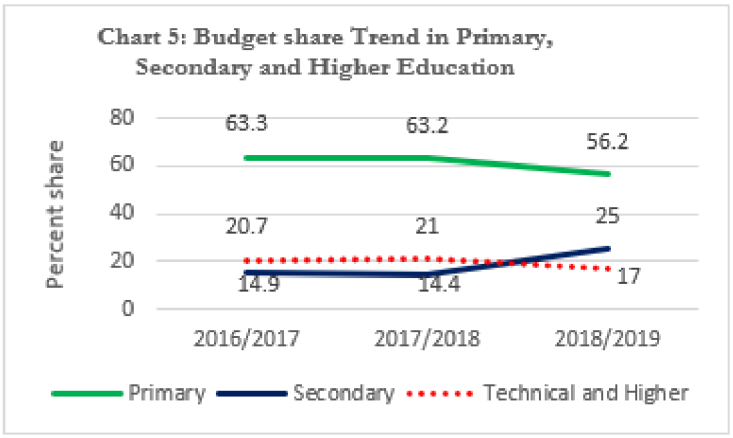
Looking at the last couple of years, the trend of allocation into the education sector's budget, it is evident that the sector's budget has been falling. It has for instance dropped from Tsh. 4,770 billion in 2016/17 to Tsh. 4,601 billion in this (2018/19) Financial Year. This falling trend has equally affected the proportion of the education sector's budget in the national budget, which has also declined from 17% in 2015/16

to 14% in 2018/19. This decline, has not only reduced the education sector's position in government's priority sectors list, but also made Tanzania fall short of regional and international commitments such as the Dakar Commitment and Incheon Declarations, which require countries to allocate at least 20% of the National Budget to education sector. The declining trend obvious affects the Ministries responsible for the implementation different strategies in the education sector to address the prevailing challenges and provision of quality education.





Although primary education continued to take a lion share of the education sector budget, its share decreased from 63.2% between 2017/2018 to 56% in 2018/2019. While primary education experienced decrease of its share budget, secondary education' share budget increased largely from 14.4% to 25.2% which became the second priority sector in budget allocation. Surprisingly, Technical and Higher education share budget became the third priority in fiscal year 2018/2019 for the first time over the last 10 years, which decreased from 21% to 17.2% and hence becoming lower then secondary education budget share (See chart 5)



Source: BEST 2018

2.2. HakiElimu Implementation Approach

2.2.1. Evidence based advocacy

Research and policy analysis: HakiElimu conduct research and analysis to generate evidence to inform all HakiElimu advocacy works. 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 of the education system in Tanzania.

Testing innovations/what works: In order to generate evidence on what is working in improving quality of education in Tanzania, HakiElimu is working with 127 public schools (65 Primary and 62 secondary) across 22 districts councils in Tanzania Mainland. Across all schools, HakiElimu is testing various innovative approaches to improving quality of education, addressing violence against children in schools and engaging community to act in addressing education challenges in their areas. Under this strategic plan, HakiElimu is piloting the Girls Retention and Transition Initiatives (GRTI), an innovative approach to address girls' education challenges and in turn improves girls' retention and transition rates. HakiElimu is also piloting innovative approach to improve access and quality of pre-primary education through the Mwanzo Mzuri project.

2.2.2. Community Engagement approach

Friends of Education Movement: HakiElimu has established a movement of approximately 42,000 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 FoEs through training and mentorship and in the provision of education information, to support their efforts to improve the delivery and quality of 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.

Community Initiatives: Through the work of Friends of Education, community dialogues and debates, respective communities HakiElimu identifies challenges that affects provision of quality education in their respective areas. In many communities, lack of quality and supportive school infrastructures has been a challenge. HakiElimu through Friends of Education mobilises local resources to build classrooms, dormitories, and toilets. HakiElimu complements these efforts by buying materials that cannot be mobilised by local communities.

2.2.3. Partnership and collaboration

HakiElimu is joining forces with other CSOs and education partners, especially through TEN/MET and Policy Forum, to push forward the education agenda. At a regional level, HakiElimu is a member of Regional Education Learning Initiative (RELI), partnership for ending violence against children in school and All in All learning platforms. Our collaborations with other CSOs improve coordination and increase our capacity through learning and our strength in influencing the government to make changes to improve the quality and inclusiveness of education in Tanzania.

2.2.4. Strategic engagement with executives and oversight bodies

HakiElimu engages Members of the parliament during budget process to influence education budget allocation, approval and disbursement. We conduct pre- and post-budget surveys and share the findings with Individual MPs and Parliamentary Committees of Social Services and Welfare, Budget Committee to inform their discussions during budget sessions. HakiElimu also engage with government at local and central level to share HakiElimu innovations, research findings and solutions of education challenges. We work with other CSOs and Development Partners to engage in Education Sector Development Committee.

2.2.5. Media engagement

HakiElimu engages media to promote education with TV and radio spots, social media, video documentaries, press conferences, media surveys and facilitation of Friends of Education to take part in radio interviews and talks that aim at promoting education. HakiElimu uses media to increase public awareness on education challenges in Tanzania, instigate public debates and call citizens to act to improve the quality of education.

2.3. HakiElimu major contribution in the education sector under the 2017-2021 Strategic Plan

2.3.1. Strategic focus

The year 2019 marks the third year of implementation of HakiElimu five-year Strategic Plan (2017-2021), which envisions an open, just and democratic Tanzania, where all people enjoy the right to education that promotes equity, creativity and critical thinking. Through this strategy, HakiElimu is addressing the challenges in the education system including violence against children in schools, lack of inclusion, particularly for children living with disabilities and poor retention, transition and access to education for girls. HakiElimu 2017-2021 Strategic Plan is achieved through three programmatic and one 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

2.3.2. Major contributions/achievements

- Amendment of the Statistics Act, in 2019, which removed some of the earlier restrictions on CSO and NGO,'s to undertake and publish research findings. The removal of restrictions has enabled HakiElimu to publish four researches which delayed since 2018. This is a great opportunity not only for HakiElimu but also other CSOs to pursue evidence-based advocacy for policy influencing
- Strengthening the implementation National Strategy for Inclusive Education (NSIE): Inclusive Education being our focus area under the current HakiElimu Strategy, we collaborated with PO-RALG in 2019 to coordinate a stakeholders meeting which resulted in development of the implementation plan for the NSIE. HakiElimu has also collaborated with Ministry of Education Science and Technology to prepare a simplified version of NSIE to facilitate understanding of key strategy goals, interventions and participation framework among stakeholders in the implementation.
- Government agreement to review Education and Training Policy 2014 (ETP) after a five years dialogues and engagement with Stakeholders including HakiElimu. HakiElimu published a position paper in October 2015, which identified gaps in the ETP 2014, specifically on inclusivity and has continuous raising and dialoging on issues that needs to be addressed to improve the quality of education provided by our schools and learning institutions. To complement the 2014 ETP revision

process announced by the government in the 2019 AJESR meeting, HakiElimu will prepare and submit HakiElimu's opinions to the ETP review committee for consideration in the revised version.

- The enactment of the Teachers Professional Board Act 2018: HakiElimu advocated for and contributed significantly to the review of the draft bill and most recommendations were included. Since 2017 HakiElimu has been advocating on restoring teachers' dignity. We published research on Factors for Teachers Motivation and Satisfaction and used the findings to engage with government and parliamentary committee. We also ran the media campaign through TV and radio on teachers' motivation. The establishment of the body is a good step to promote development of teaching profession in Tanzania. HakiElimu will continue to monitor its functionality and effectiveness.

- Increased public awareness and discussion on the barriers to girls' education: Despite obvious challenges to freedom of expression, and the government stand on issues such as early pregnancy, the public is speaking out in press interviews and social media to show that they are not content with the general state of girls' education. HakiElimu has continued to advocate for girls' education including teenage mothers. The organisation was consulted in the design of World Bank's SEQUIP (secondary education quality improvement project). If HakiElimu contributions will be taken on board will give pregnant mothers the possibility to return to formal education.

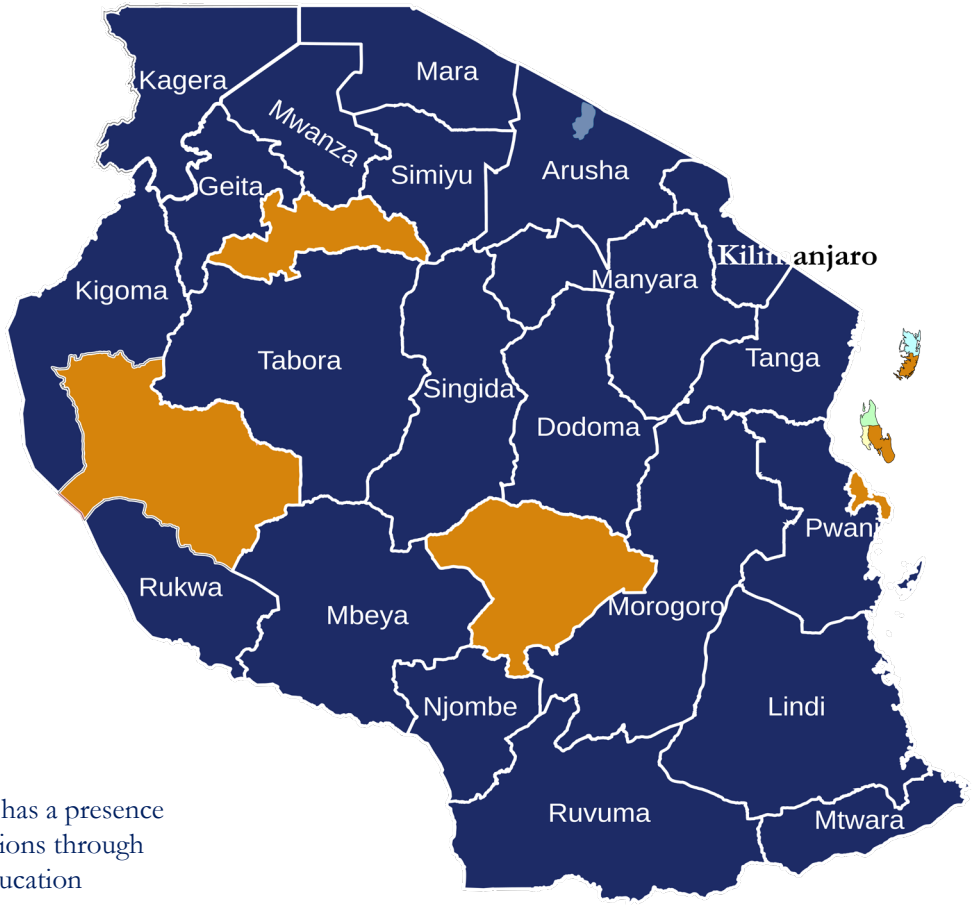
- Increased public awareness on inclusive education, and barriers for those with different learning needs, particularly for children living with visual impairments: One of the key issues highlighted in the Je, Tuko Pamoja Campaign is the lack of provision of assistive devises such as Braille books in inclusive schools. As a direct result of the campaign the government has now distributed 38,004 books (15,800 Braille and 22,204 with enlarged text) for learners with special learning needs. The government has also trained 269 teachers from 23 inclusive schools on sign language.

- Government plan to revise the capitation grant calculation, which is currently insufficient and inequitable, failing to account for increased needs of vulnerable or marginalized groups, such as children living with disabilities. Through research evidence and analysis, HakiElimu has been advocating for revision of capitation grant to consider cost of living and exchange rate adjustment. In 2017, HakiElimu published a research on fee free education policy, which highlighted the challenge of the inadequacy of capitation grant to meet school needs especially children with disability or school with few students.

- Improved budget transparency for publishing more budget documents. According to Open Budget Survey (OBS) 2017, between 2016-2017 government published only 3 budget documents out of 8 as required by International Standards. HakiElimu used OBS findings by engaging Budget committee and Ministry of Finance to advocate for budget transparency. According to OBS 2019, Tanzania's budget transparency has slightly improved by publishing 4 budget documents out of 8. HakiElimu will continue to use the OBS 2019 report to engage more with Ministry of Finance and Budget Committee to highlight the importance of budget transparency especially on credit rating score, Aid assessment, increasing tax morale in the Domestic Revenue Mobilisation agenda and corruption mitigation.

- Government has made a commitment to separate higher education loans from basic education budget, which currently skews the investment in basic education. HakiElimu has been advocating for the separation of higher education students' loans budget from MoEST development budget. Between 2017and 2019, HakiElimu has been publishing pre-budget statements highlighting the challenge of combining higher students' loans budget and education development project budget. HakiElimu will continue to follow up for this commitment, which will expand investment in basic education to mitigate the current infrastructure challenges in the education system.

3. Coverage in 2019

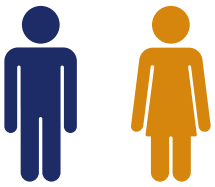


21 REGIONS

The Organisation has a presence in a further 10 regions through the Friends of Education Network.

43,168 FRIENDS OF EDUCATION

Across all 31 regions of Tanzania, HakiElimu has built a network and engaged with 43,168 Friends of Education.



26,438 15,375

939 are groups, and 506 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 is working directly with 22 district councils and 127 schools (64 Primary schools and 63 Secondary schools).



96,719 STUDENTS

Through the 127 programme schools we are reaching a total of 58,303 pupils at primary level and 38,416 students at secondary level.



62,250 PUBLICATIONS DISTRIBUTED

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



4,321 MINUTES OF TV AND RADIO COVERAGE

1 TV and radio spots have been aired, totalling 4,321 minutes of air time (100 minutes for TV and 4,221 radio)



88 PRESS OPPORTUNITIES

According to editorial monitoring reports, there was a total of 81 mentions of HakiElimu in the press and we have attended to 7 media opportunities



5,140,361 REACHED THROUGH SOCIAL MEDIA

We have reached a total of 5,140,361 people through social media platforms.



3,272,700



1,048,878



818,783

179 GOVERNMENT OFFICIALS ENGAGED

We have reached and engaged with 60 MPs (25 from the Social Services and Community Development committee and 20 Administrative and Local Government Affairs Committee, 15 from the Budget Committee as well as 10 selected MPs with education interests), 3 officials from MoEST and 6 officials from PO-RALG, and 93 LGA officials these include District Executive Officer, District Education Officers, Ward Executive Officer, Councils' chairpersons, Councilors and Village Executive Officer).



4. Review of 2019 Programme Performance

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

4.1.1. The Girls Retention and Transition Initiative

Gender issues in the education system continue to be one of the major drivers behind inequality between males and females. According to Basic Education Statistics (2018), pregnancies (8.3%) is the second leading reasons for dropout after truancy (87.8%). Further analysis from the same statistics shows that 18 percent of all girls who dropped out of school were due to pregnancies while 80 percent were due to truancy.

GRTI is HakiElimu's innovative approach to promoting girls" education in Tanzania and aims to improve girls" retention, performance and transition from primary to secondary or tertiary level education.

In the period under review, HakiElimu supported 36 girls and 2 boys from 5 districts (Arusha DC 20, Babati 2, Serengeti 2 girls and 2 boys, Bariadi 9 and Ukerewe 3), preventing them from dropping out of school t. This was made possible through HakiElimu interventions, which provide training to members of school gender and VAC clubs. The training supports students and teachers to identify, and follow up closely with students at risk of dropping out of school . Those at risk are those who miss 5-7 days of school in a month.

HakiElimu, through GRTI interventions had seen an improvement in girls school attendance. Especially among those who were likely to miss classes during menstruation due to a lack of sanitary pads, clean toilets and changing places.



Girls from Ng'iress Secondary School with their Headmaster together with Friends of Education from Arusha posing for a picture in front of the Head Mistress's Office.

In the period under review, HakiElimu supported community-initiated projects which have ensured 2,757 girls from Mkuranga (282) Kilwa (259), Tunduru (382), Masasi (277), Arusha (241), Babati (224), Geita (860) and Ukerewe (232) are now able to access safe toilets and changing places at school. This is is having a positive impact in reducing truancy, particularly for girls when they are menstruating[3]. At the same time, 854 girls have been provided with sanitary pads. Another 290 female students in Kilwa district are now benefiting from extended studying time as a result of electricity installation in four classrooms in Mpunyule Secondary school. In Ukerewe, 543 pupils (232 girls and 311 boys) benefited from safe water supply in their school with the provision of water storage tank and well pumps.

"Before having this facility, we had 7 to 10 students who were asking for permission to go back home weekly potentially during menstruation. Now with this changing room we hardly have 2 students off per week and those are the ones who are seriously sick. This room has really helped our students to stay in school"

Namulya Hamza

Headmaster of Frankweston Secondary School in Tunduru



Girls Toilet block with changing room constructed with support from Friends of Education in Babati

"Student engagement and the support of sanitary pads has helped significantly in improving attendance of girls in schools. Children from poor families who could not afford to buy sanitary pads used to miss four to five days a month However, now we have the facilities placed in girls" special rooms where they can attend themselves and proceed with their studies comfortably. Thanks to HakiElimu for this support"

Epiphany John

Teacher at Kitunguruma Secondar School
Serengeti District, Mara Region

3 A comprehensive list of school with improved infrastructures is attached as annex 2

The implementation of GRTI has contributed to improved girls' performance in schools. Evidence from 10 secondary schools shows that there was increased academic performance of girls in secondary school leaving examinations. Comparison of performance from 2018 to 2019 shows a 1.1% increment (from 67.1 to 68.2) in the number of girls who passed their form four examination in 10 GRTI schools[4]. On another hand, attendance rate of girls in GRTI schools has increased from 75% in 2018 to an average of 85% in 2019.

In Mukulat Secondary school, the school management reported that the provision of water supply in their school under HakiElimu has significantly increased girls" study time leading to improved performance.

Vitalis Nada, Headmaster-Mukulat Secondary School-Arusha said, "Before the water project and intensified efforts to train girls in their clubs, girls" performance was at 72.4% but currently we are at 80.6% (8.2% increment). It's the first time in 3 years girls" performance is higher (80.6%) compared to boys' who had an overall performance of 78.4% in the 2019 examination."



British High Commissioner, Sarah Cooke, when she met our Gender and VAC club members during her visit to Mukulat Secondary School-Arusha DC

Across all GRTI schools, girls have demonstrated increased confidence in explaining their challenges and discussing with school administrations on how to address them. The British High Commissioner in Tanzania was equally pleased with the confidence showed by girls in Mukulat school as a result of school gender clubs established under the GRTI intervention. In her twitter post after the visit, the High Commission wrote:

"What a week! In Arusha I met amaizingly confident school girls when I visited a UKAid and HakiElimu project to boost girls' education"

Sarah Cooke
The British High Commissioner in Tanzania

4 Kwarah-Babati (3.8% increase), Olturmet Arusha DC (20.2% Increment), Nyakabindi Bariadi (68.2% increment) Namagondo-Ukerewe (1.1% increase), Makuzani Sumbawanga (10.2% increment), Mazoka Sumbawanga (16.3% increment), Mpunyule Kilwa (19 % increment), Kikanda Kilwa (46.9% increment), Chanikanguo Masasi (3.8% increment), Frankweston Tunduru (44.8% increment)

The above successes were made possible through the work done by HakiElimu under the GRTI project, which has established and supported 44 gender and VAC clubs in schools. In 2019, HakiElimu through Friends of Education, has trained 880 members (660 girls and 220 boys) of the gender and VAC clubs from 44 programme schools. Through this training young people have developed their knowledge and skills on child rights, personal hygiene, self-esteem and confidence and sexual and reproductive health.

HakiElimu facilitated participation of 11 female Friends of Education from 11 districts to attend the 2019 Tanzania Gender Festival organised by TGNP. Friends used this platform to learn key approaches on how they can raise their voices on advocating for girls" rights. Specifically, they learnt about key approaches to improve equity in access of services and how they can mentor girls to improve gender equality in their respective areas. Friends used this opportunity to build a strong network with key gender stakeholders for future support of girls in accessing quality education and fighting gender-based violence in schools and community at large.



HakiElimu Friends of Education taking part in the 2019 Gender Festival organised by Tanzania Gender Network (TGNP)

4.1.2. Raising awareness through the media

HakiElimu continued to use the media to promote a gender sensitive, protective and friendly teaching and learning environment by setting the agenda in the media to raise debate and discussion around key education issues. In this reporting period, 7 HakiElimu staff attended 7 media events to share the pre-budget statement, addressing HakiElimu victory in the African CSOs Excellence Awards, launch of research reports, during the Global Action Week for Education (GAWE), during the British High Commissioner's visit and during the Mwalimu Nyerere Intellectual Festival.

In line with that, 28 stories about HakiElimu Pre Budget-statement were published, 12 stories on HakiElimu strong leadership and impact during African CSOs Excellence Award victory, 5 intensive articles and 18 news stories on challenges of Tanzania education were reported during Mwalimu Nyerere Intellectual Festival and

18 stories highlighting success and challenges of education in Tanzania were reported during Global Action Week for Education.

Je, Tuko Pamoja (Are we together?) Campaign

HakiElimu launched and reached approximately 21 million people through the 'Je, Tuko Pamoja' (Are we together) campaign. The campaign used mainstream and social media:

- 1 TV spot[5] was aired on ITV for a total of 100 minutes reaching approximately 8 million people
- 1 radio spot was broadcasted in 12 radio stations[6] across the country with a total of 4,221 minutes reaching approximately 11 million people
- 33,000 wall calendars with special messages on inclusive education were distributed to 27,980 parents, 3,290 Friends of Education, 830 Local Government leaders/offices and 900 community library users
- 7090 booklets with inclusive education messages were distributed to parents/students
- 1,479,159 people were engaged through social media.

One of the key issues highlighted in the Je, Tuko Pamoja Campaign is the lack of provision of assistive devises such as Braille books in inclusive schools. As a direct result of the campaign the government has now distributed 38,004 books (15,800 Braille and 22,204 with enlarged text) for learners with special learning needs. When HakiElimu Executive Director, met Dr Annet Komba, Executive Director of TIE, in Dodoma during an Education stakeholders meeting to discuss implementation of Continuous Professional Development for Teachers (CPD), Dr Komba told him that the organisation's TV spot on inclusive education no longer gives her sleepless nights as the books for children with visual impairments have already been distributed to schools.

" When I saw that TV spot on inclusive education for the first time, I was a bit uncomfortable as we were yet to distribute the books to schools, but now I am no longer worried as we have already distributed over 30,000 braille books to schools "

Dr. Komba

The *Je Tuko Pamoja* campaign has continued to raise awareness and promote dialogue among citizens around the challenges facing learners with special learning needs. HakiElimu will continue to monitor government and citizen action as a result of the campaign.

5 The TV spot was aired through Independent Television (ITV) and can be accessed through this link: https://1drv.ms/v/s!AmS3yvhsSm6AjFrSJpByOuTVTTVg?e=f2WWOI

6 The Radio spot was aired in the following stations: Radio Free Africa (RFA), Clouds FM, ABM Radio, Abood FM, Country FM, Storm FM, Bunda FM, Kili FM, Kings FM, Sibuka FM, Standard FM and Mashujaa FM. The radio spot can be accessed through this link: https://1drv.ms/u/s!AmS3yvhsSm6AjGRfU9J2_v0Oc1wZ?e=wZCZcp



Dr. John Kalage HakiElimu Executive Director's joyful reaction when Dr Annet Komba Executive Director at TIE told him that the books for children with visual impairments have been distributed to schools.

4.1.3. Strengthening public education

HakiElimu's pre-budget statement was widely promoted through 4 media events and 28 media stories to inform the public on the key gaps that need to be addressed in the 2019/20 education budget.

HakiElimu also ensured that citizens are informed on the relevance of Tanzania's education and wider challenges in the sector by overseeing reporting and media coverage of various high-profile events. Through the 10th Mwalimu Julius Nyerere Intellectual Festival and Chair Anniversary event, which lasted over 3 days in May at the University of Dar es Salaam, 5 articles and 18 news stories were published. Through the Global Action Week for Education (GAWE) in Handeni district, HakiElimu supported the coverage of 18 media stories. As a result of media stories, citizens have increased awareness on the issues that remain in public education and are engaging in dialogue and action to hold their leaders accountable.



Student activity at the Global Action Week for Education (GAWE) in Handeni District

Through HakiElimu's social media platform, 5,140,361 million people were reached with advocacy messages and engaged in discussion on inclusive education, violence against children in school, girls" education and teachers' motivation. HakiElimu has continued to be a reliable source of information and a focal point for citizens to share their views on education issues. This is evident as in 2019, HakiElimu's social media platforms recorded an increase of 65,900 followers (41,900 on Facebook, 13,400 on Twitter and 10,600 from Instagram).

4.1.4. Supporting children with special learning needs

HakiElimu supported in improving pre-identification of children with hearing impairment and improved learning environment for approximately 160 children in Muheza District Council. The support includes improving the auditorium, providing the otoscope and production and distribution of 25,000 leaflets highlighting the magnitude and challenges facing children with special learning needs in Muheza district and calling for joint efforts from stakeholders to address the problem. The leaflets were used as an invitation package to the district fundraising event organised by the Muheza District Commissioner with close support from Friends of Education in the district.

4.1.5. Strengthening teachers' capacity to teach students with Special Education Needs and Disability (SEN/D)

In 2019, HakiElimu partnered with The Launch Pad Tanzania to pilot interventions to improve inclusive education. The intervention is implemented in three districts of Mpwapwa, Kilosa and Korogwe. It aims to raise awareness on SEN/D to increase intake and enhance the quality of teaching and learning for learners with additional needs through innovative pedagogy backed by SEN/D specific tool for learning in 10 inclusive schools. HakiElimu introduced the project to PO-RALG, and the 3 district authorities. A needs assessment was undertaken within the selected schools to ensure the project is providing support based on the needs of the schools. From 2020, HakiElimu and The Launch Pad will deliver training to teachers in 10 schools on 4 areas of SEN/D; Cognitive and Learning, Communication and Interaction, Social, Emotional

& Mental Health and Sensory and Physical Needs.

4.1.6. Improving quality of pre-primary education

HakiElimu in partnership with VIA University College of Denmark and Mkwawa University are implementing Mwanzo Mzuri, a 3-year project which intends to ensure that young Tanzanians are enrolled in high quality and safe pre-primary education, which improves school readiness and supports them to reach their full potential.

In 2019, the project completed the training cycle of 40 pre-primary teachers (5 males and 35 female) from 10 private schools in Dar es Salaam. The training included key topics such as observation, play and learning, creativity and innovation, collaborative learning, language and literacy, outdoor learning and motor skills. As a result of the training, teachers are implementing a child centered approach in their classrooms reaching 834 students (418 males and 420 females) across the 10 schools.

The second cycle of training has begun with 40 pre-primary teachers (31 females and 9 males) from 10 government schools across 3 districts (Mpwapwa, Iramba and Kilosa). By the end of the year the teachers had completed 3 courses and are already implementing their learning in their classrooms with 958 (489 males and 469 females) pre-primary students. Evidence from the field shows decreasing number of students who are not attending school e.g. in Mpwapwa before applying new teaching methods 68 students were missing school up to 5 days per month but after teachers started to use new methods no student ever missed classes for that amount of time. In Mvumi Primary school (Kilosa district), 24 children out of 146 were missing classes for less than 5 days while 30 were missing for up to 10 days a month before Mwanzo Mzuri interventions. After the interventions only 4 children have missed school for less than 5 days while no children missed school for up to 10 days in a month.

The achievements of Mwanzo Mzuri project have attracted government interest at local and national level. At local level, District Education Officers have directed teachers who attended Mwanzo Mzuri training to train other teachers in other schools. At the national level, PO-RALG visited programme sites to learn more about the achievements of the project. After the visit, they commended on the achievements of the project and recommended training of Local government officials to ensure sustainability, scale-up and effective implementation. This is a good start for HakiElimu to advocate for scaling-up these interventions in Tanzania

HakiElimu has been able to increase awareness and commitment from parents and has led to improved pre-primary school attendance and participation. In 2019, parents participating in pre-primary education have increased by more than 70 percent compared to the situation before the project. For instance, in 2018, each school in 10 pilot districts conducted a maximum of 2 parents meeting compared to 3 to 4 meeting conducted in 2019 after introduction of the project. On another hand, pupils attendance has increased from 52 to more than 85% in project schools. In Idilo and Magungu Primary schools since the improvements made by Mwanzo Mzuri interventions, 26 (13 males and 13 females) pupils and 19 (8 males and 11 females) respectively have been attending pre-primary classes despite not being formally enrolled.



Pre-primary teachers training for Mwanzo Mzuri Project

4.1.7. Improving pre-primary school infrastructure

The Mwanzo Mzuri project also works to ensure facilities are available for pupils in pre-primary classes. HakiElimu in collaboration with local government authorities and communities have improved the learning environment for pre-primary children in seven schools by constructing and fitting 6 pre-primary classrooms and one toilet. It is estimated that 1,246 pre-primary children (636 males and 610 females)[7] will be benefiting from these facilities starting from 2020.



What a world of change! On the left is a Pre-primary classroom that was used by pupils in Idilo Primary School in Mpwapwa. On the right is the new classroom constructed under the Mwanzo Mzuri Project

7 This number is an estimation of number of pre-primary pupils who will be enrolled in 2020 i.e. it is total number of enrolled pupils in 2019 plus 30% targeted increment

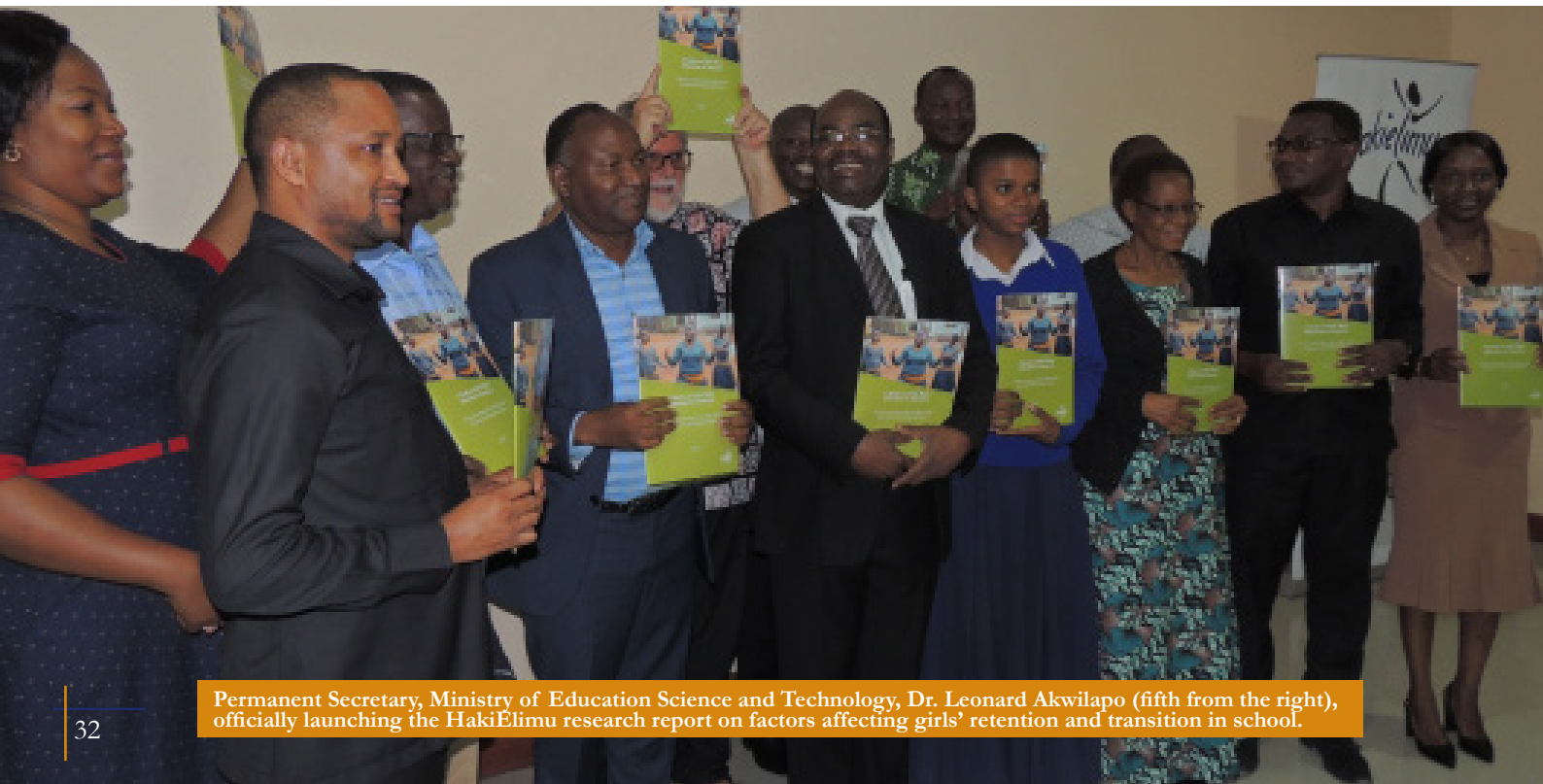
4.1.8. Strengthened pre-primary attendance

HakiElimu has been able to increase awareness and commitment from parents around pre-primary education, which as a result has led to improved pre-primary school attendance and participation. In 2019, parents supporting pre-primary education has increased by more than 70%, seen through the rise in participation at parent teacher meetings. As a result, pupils' attendance has increased from 52% to more than 85% in project schools. In Idilo and Magungu primary schools since the improvements made by Mwanzo Mzuri interventions, 26 pupils (13 males and 13 females) and 19 (8 males and 11 females) respectively, have been attending pre-primary classes despite not being formally enrolled. Teachers in these schools have already reserved names for all children who are attending but not enrolled and will ensure they are enrolled in academic year 2020.

4.1.9. Identifying Policy gaps and generating an evidence base

HakiElimu has continued to generate evidence to identify policy gaps and inform policy recommendations and advocacy. HakiElimu launched and published a research on Factors affecting girls' retention and transition to higher levels of education. The official launch was amplified through a social media and SMS campaign, to share the key research findings and stimulate discussions among community and key stakeholders. The highlights of the research report and the launch was shared through Ministry of Education Science and Technology website[8] highlighting government's commitment to work with stakeholders such as HakiElimu to address challenges affecting girls" education and the importance of using evidence generated from research to make right decisions.

The study highlights key challenges affecting girls retention and transition such as non-supportive environment for girls education at home and at school (domestic works, poor school environment e.g. lack of clean toilets, water and sanitation facilities), lack of enough female teachers to supports girls, lack of training on girls to empower them to cope with challenges in their school experiences and distance to and from school accompanied by hardship along the way. HakiElimu will focus its intervention on advocating for improving learning environment to address challenges affecting girls in school, addressing school distance among girls, design targeted intervention to retain girls in school and providing training and mentorship to empower girls on decision making. HakiElimu will also advocate for an increased number of female teachers in schools and provision of in-service training for female teachers in order to build their capacity to support girls.



Permanent Secretary, Ministry of Education Science and Technology, Dr. Leonard Akwilapo (fifth from the right), officially launching the HakiElimu research report on factors affecting girls' retention and transition in school.

"In order to make the right decisions, the Ministry I lead uses evidence from various studies conducted by the Ministry itself and other education stakeholders. We as policymakers cannot work effectively without using research results…… The research report I am launching today is a living example of what I have to say about the contribution of the private sector…. This study is in line with the Government's goal of ensuring that girls enrolled in the primary schools are completing their educational journey with great success"

Dr Akwilapo

HakiElimu published three other studies:

i) *Exploration of factors that hinder and facilitate best performance in primary school leaving examinations in Tanzania*[9]

ii) *Assessment of learning and teaching environment for pre- primary education in Tanzania*

iii) *Integration of Child Protection into Early Childhood Development: Experiences of the Pastoralists Communities in Morogoro, Tanzania.*

One major research was undertaken on Violence Against School Children: An Explanatory Study. The final report of this study will be launched in early 2020.

4.2. Outcome 2: Citizens are informed, organised and engaged in critical probem-solving, monitoring, governance and provision of quality education

4.2.1. Friends of Education mobilising communities to address education challenges

Friends of Education have been taking a lead role to identify education challenges and mobilise their respective communities to address these challenges[10]. Across all regions of implementation, school infrastructure has been identified as a major barrier to learning and safety at school. Many schools lack adequate numbers of dormitories, toilet and wash facilities, secure fences and classrooms. In addressing these challenges, Friends of Education have mobilised their respective communities, through awareness raising to contribute resources for construction. As a result, in Tabora, a girls" dormitory has been constructed at Itojanda secondary school, and three additional classrooms have been constructed at Ifucha primary school.

"We looked at the distance to schools, sexual harassments girls get while going to and from the schools and how these gender and VAC practices have killed the dreams of some girls to attain education. We all agreed as Friends of Education to set an agenda of constructing dormitories to support girls' education. Now our dream is coming true, we have sensitised the Itojanda community, mobilised resources, and now we are together with the community, building a dormitory for girl students at Itojanda secondary school,"

Imani Mwakalinga,
Friend of Education based in Tabora.

9 http://www.hakielimu.org/publication_detail.php?p=335
10 Our Coverage of the Friends of Education Movement is attached as annex 3

In Masasi district, the community has contributed to the construction of two classrooms at Mpindimbi Primary School. In Mbeya, the community members are building a school fence at Mabatini primary school to address truancy among students during school hours.



Construction of girls' dormitories at Itojanda Secondary School, Tabora



Friends of Education in Masasi sensitised community members on the need to improve the infrastructure in Masasi Primary School (Masasi DC). The community responded by building two accessible classrooms

Friends of Education also continued to fight Violence Against Children (VAC) through their work as active citizens. Through community engagement, FoEs in Geita district have identified 3 cases of violence against children and acted to report the cases and follow up to ensure action is taken. One of the cases was an eight-year-old girl who was a victim of ongoing physical and emotional violence, perpetrated by her guardian. The case was reported to District Community Development Officer who acted in collaboration with the Friend of Education and community leaders to reunite the girl with her biological parents, where she is now in safe hands. Two other similar cases of child abuse were reported involving parents and were handed to the police force for legal action. FoEs continue to work very closely with the police gender desk in handling these cases.

In this reporting period, 24 FoE's (15 males and 9 females) out of 90 FoEs who have been engaged in Public Expenditure Survey (PETS) training previously, have taken on the role of trainers, to build the capacity of 96 other FoEs (63 males and 33 females) in PETS. This achievement has been a result of continued efforts by HakiElimu to build the capacity of Friends of Education in monitoring education improvements and improving transparency.

As a result, those trained will now conduct PETS surveys in 12 districts (Mbeya, Kigoma, Arusha, Iramba,

Tabora, Bariadi, Mpwapwa, Musoma, Kilwa, Muleba, Babati and Geita). The surveys covering 160 schools, found that half of the schools visited, did not have participatory development plans that reflect current school challenges. In 16 schools visited it was noted that community contributions were not properly documented, while 64 schools lacked transparency in school expenses (notice boards were not adequately used to share information). In 96 schools, the FoE's found a high frequency of budget reallocation and delays in completing projects despite availability of fund.

4.2.2. Establishing and maintaining school feeding programmes

Lack of food and nutrition has been identified as a key challenge contributing to both poor attendance and learning outcomes. Friends of Education continued to work closely with teachers and school committees to establish and/or maintain school feeding programmes. Of HakiElimu's 127 programme schools, 94 (74%) are now providing food in school. The feeding programmes had a huge impact in schools, particularly Iramba and Kilosa, where previously, no food was provided to pre-primary pupils in 8 programme schools. As a result of the feeding programmes, school attendance of pre-primary pupils has increased from 60% to almost 90% across all schools.





Pupils enjoying their meal in our programme schools as a result of Friends of Education, teachers and school committee mobilising parents to start food programmes in schools

4.2.3. Raising community awereness on education challenges

HakiElimu uses a package of interventions to raise community awereness on education challenges. In this reporting period, HakiElimu conducted 36 radio talk shows and distributed various publications aiming at increasing community understanding on gender equity in education, preventing violence against children in school, and community roles in improving quality education.

The radio talk shows were conducted by 149 Friends of Education in 9 districts, and broadcast through 9 local radio stations[11]. The aim of the talk shows was to discuss the role of parents, teachers and village leaders and the overall community, in fighting violence against children in school and the importance of quality pre-primary education in to child development and future success. Listernership data shows that 4.3 million people were reached throutgh these programmes.

HakiElimu also distributed a total of 62,250 publications to parents, students and other community members to raise their understanding on gender, violence against children in school challenges facing girls in pursuing their education and the role of community members in improving quality education. Table 1 below shows distribution of various publications.

Publication Name	Type of Publication	Number of Copies Distributed
Elimu Jumuishi (Inclusive Education)	Comic Book	7,090
Elimu Bora Ni Jukumu la Nani (Quality Education: whose responsibility?)	Comic Book	6,780
Ndoto zangu kielimu (My educational dreams and how they evaporated)	Comic Book	5,280
Safari yenye vikwazo (A problem-laden journey)	Comic Book	10,100
2019 Wall Calendar with Inclusive education messages	Wall Calendars	33,000

The community awereness campaigns was extended through SMS campaign messages, reaching 48,600 citizens (36,450 males and 12,150 females) with key messages promoting child protection, inclusive education, girls education and rights.

These campiagns have resulted in improved awareness and citizen engagment and dialogue on education challengs, which in turn resulted in community action to address education challenges in their respective areas.

4.2.4. Monitoring and Influencing education policy changes and implementation

HakiElimu regularly reviews policy and strategy implementation to identify gaps and make recommendations to government to strengthen policy implementation.

In the period under review HakiElimu has reviewed the implementation of the National Strategy for Inclusive Education. As a result of the review, HakiElimu was able to make a number of recommendations to PO-RALG:

- Develop a common national understanding of inclusive education and special education
- Early identification of children with disabilities
- Establish reliable estimate of children with disabilities in schools
- Establish a strong system of gathering more reliable data for all learners with diverse needs
- Establish a system to gather information on the work done by various by Non-Government Organisation in inclusive education.

11 Abood FM (Kilosa), Kili FM, Mercy FM (Tunduru), Newala FM (Masasi), Smile FM (Moshi DC) (Babati), Radio Five (Arusha), Mwangaza FM (Mpwapwa), Standard FM (Iramba) and Voice of Africa (Korogwe)

As a result of advocacy and strategic engagements, all these recommendations have been taken on board and will feature in the country implementation plan of the National Strategy in Inclusive Education.

As part of implementing the developed plan to implement the National Strategy for Inclusive Education, HakiElimu is contributing through the Regional Education Learning Initiative (RELI) to simplify and package the National Strategy for Inclusive Education, in order to promote its availability and understanding among stakeholders. It is expected that by early 2020 there will be a popular version and Braille version available for all key stakeholders for implementation.

HakiElimu has also reviewed the country's implementation of Sustainable Development Goal No. 4: Quality Education. The findings show that there are both progress and challenges in terms of implementation. The national review report[12] acknowledged efforts by HakiElimu to improve the policy environment and in mobilising citizens. The report points specifically to HakiElimu's efforts to improve girls' education through the Girls Retention and Transition Initiative (GRTI), which seeks to empower school girls with knowledge on their rights, and ensure they have access to sanitary products. The report also refers to HakiElimu's enthusiastic movement of Friends of Education which has been impactful in bring citizens on-board to contribute to the implementation of SDG 4. The Friends of Education work with schools to track and monitor attendance of girls and identify and support girls who are at risk of dropping out to stay in school. These initiatives contribute substantially to improving girls school enrolment and retention, which is an area that the government is celebrating as an achievement toward accessibility (one of the SDG 4 indicators).

HakiElimu has continued to influence policy change on quality education by conducting a three-day policy dialogue on the relevance of Tanzania's education system, and an assessment for improving learning and pedagogy for today's learners. In partnership with The University of Dar es Salaam, HakiElimu engaged the government[13] and advocated for improved relevance of curriculum and teachers' pedagogical skills. HakiElimu will be using the recommendations in its advocacy engagements and will closely follow-up to see how the recommendations are used to inform policy.



Participants at the 10th Mwalimu Julius Nyerere Intellectual Festival and Chair Anniversary in the Nkrumah Hall at the University of Dar es Salaam

12 https://sustainabledevelopment.un.org/content/documents/23429VNR_Report_Tanzania_2019_FINAL.pdf

13 Government leaders engaged were Fourth President of United Republic of Tanzania Hon Jakaya Mrisho Kikwete, Tanzania Commissioner for Education (Dr Lyabwene Mutahaba), Representatives from Permanent Secretary-PO-RALG, Director of Secondary Education-MoEST, and other former senior government officials

4.2.5. Addressing violence in school

In its efforts to fight violence against children in school, in 2019, HakiElimu adopted The Good School model developed by Raising Voices in Uganda. HakiElimu has translated and contextualised the Good School Toolkit for piloting in selected programme schools in Tanzania. In May 2019, 14 HakiElimu staff received training from the Raising Voices team on how to roll-out the toolkit in schools. The training was followed by field visit of HakiElimu staff to Good Schools in Uganda to observe and learn from the implementation of the toolkit before actual implementation in Tanzania in the second half of 2019.

The roll-out of the toolkit has started with the induction meeting which involved District Executive Directors (DEDs), District Education Officers (DEOs) for primary and secondary schools, District Administrative Secretaries (DASs), District Community Development Officers, Statisticians and the Chairperson of the Councilors from the four pilot districts (Moshi, Korogwe, Kilwa & Masasi). All districts have accepted to be part of the pilot and commended HakiElimu efforts in ending violence in school as part of the National Plan of Action to End Violence Against Women and Children in Tanzania (NPAVAWC 2017/18 – 2021/22).

HakiElimu continued to provide a platform for students to report violence and closely followed-up to ensure all cases reported in schools are addressed. In 2019, through Report and Response Boxes provided in school, Friends of Education received student concerns, which include teachers seducing students and students who were about to drop out of school for various reasons including early marriage. FoE's worked with school management and parents to support 36 girls from the fate of early marriage and keep them in school. The FoE's also alerted school management about teachers who are making sexual advances to children and continue to follow up to track the actions taken by the respective schools.



A Friend of Education collecting students' feedback and reports from the 'Report and Response Box at school

HakiElimu conducted a situational analysis and testing of effective ways of addressing violence against girls in school settings through evidence-based communication in 4 districts namely Masasi, Sumbawanga, Tabora and Ukerewe. The intervention seeks to understand effective messages and communication channels that will change social norms and behaviour around violence against girls in a school setting. By end of 2019, the interventions have enabled the organisation to identify all potential audiences who need behaviour change in order to reduce the incidences of physical and sexual violence against girls (motorists, teachers, parents and girls themselves). Behaviour change messages were designed per audience followed by selection of suitable communication channels to reach the targeted audiences as per the situational analysis findings. These set of

interventions will be followed up by launch of a behaviour change communication campaign in early 2020 after pretesting messages and finalising the communication materials.

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

4.3.1. Advocating for citizens needs and demands

HakiElimu through its pre-budget statements and engagement meeting with Members of the Parliament (MPs) advocated for:

- Increased education budget: Over the past 5 years the education budget has been shrinking . Despite continuous advocacy to increase budget allocation to match the increased enrolment and education demand., the budget has been decreasing. For instance, in the last three financial years, the approved education sector's budget has declined from Tsh. 4,770 billion in the FY 2016/17 to Tsh. 4,706 billion in 2017/18 (a Tsh 64 billion decrease) and shrank further to Tsh. 4,628 billion in the FY 2018/19. This was a decrease ofTsh 78 billion.
- Increased number of teachers to address the challenge of teacher shortage as reported in schools across Tanzania.
- Ensuring teachers are paid their statutory benefits by the government, to increase their motivation
- Improved learning environment by reminding the government to disburse the promised 29 billion TZS for construction of 400 classrooms
- The need to separate the Higher Education Loans Board budget from the development budget in order to have clear reflection of the education budget aimed to development projects as a way of addressing declining education budget sector allocation.



A Pre-budget meeting with MPs in Dodoma

As a result of advocacy and strategic engagements the government responded on these demands positively. Below is a table showing HakiElimu's area of advocacy and the government response/action:

Advocacy area	Government response/ action	Action by end of 2019
Increased education budget: Over the past 5 years the education budget has been declining. Despite continuous advocacy to increase budget allocation to match the increased enrolment and education demand., the budget has been decreasing. For instance, in the last three financial years, the approved education sector's budget has declined from Tsh. 4,770 billion in the FY 2016/17 to Tsh. 4,706 billion in 2017/18 (64 billion decrease) and further down to Tsh. 4,628 billion in the FY 2018/19 (78 billion).	While responding on the issue, the Minister for Finance, Hon. Mpango said that the government has ratified a number of conventions that bind the government to allocate a certain percentage of the budget in different sectors. The government isn't capable of fulfilling such demands because if it does so, three sectors will take almost 45% of the national budget; so how will other sectors feature in the national budget.	HakiElimu continues to advocate for education sector budget increment as the budget continues to decrease. Our analysis on proposed 2019/2020 budget shows that there is decrease from Tsh. 4,628 billion to 4512 billion (116 billion). Over the past five years the budget has decreased from 4,770 billion to 4,512 billion (258 billion).
Increased number of teachers to address the challenge of teacher shortage as reported in primary schools across Tanzania.	The Deputy Minister PO-RALG made a commitment to recruit 10,1400 more teachers to fill the shortage	By the end of 2019 government announced that they have employed 4,549 teachers at different levels, thereby failing to attain the intended goal of employing 10,140 primary school teachers promised in May 2018. Early in 2018, the government reallocated 7,463 Secondary school arts teachers to Primary schools to reduce the shortage gap which had reached 85,916 teachers by April 2018.
Ensuring teachers are paid the statutory benefits owed to them by the government, to increase their motivation	TZS 61 billion has been budgeted in the coming financial year to pay teachers benefits.	Although the commitment was verbally made, follow up analysis in the budget books does not indicate that the amount was actually allocated. HakiElimu will continue to monitor implementation of the commitment in the 2020/2021 education budget.
Improved learning environment by reminding the government to disburse the promised 29 billion TZS for construction of 400 classrooms	The Deputy Minister for PO-RALG, Hon. Mwita Waitara has promised that the government will remit 29.5 billion. Adding the response from Hon. Mwita, the Finance Minister, Hon. Phillip Mpango, promised to remit that amount as per the Budget Act before the end of FY 2018/19	The monitoring report shows that up to the end of 2019, no specific money was disbursed to the respective schools. HakiElimu have included this issue into 2019/2020 government promises monitoring.
The need to separate Higher Education Loans Board budget in order to have clear reflection of the education budget aimed to development projects as a way of addressing declining education budget sector allocation	Minister of Finance and Planning Hon. Phillip Mpango did direct the HESLB to start processes of having a separate vote.	Implementation status of this commitment will be given during the 2020/2021 budget planning in May 2020.

4.3.2 Working with Partners to promote transparency and accountability in Education

Open Budget Survey

HakiElimu continued its partnership with International Budget Partnership (IBP) to promote budget transparency at the national level through the Open Budget Survey (OBS). In early 2019, HakiElimu completed the survey and shared the report to IBP for review and approval for publishing. The organisation will use the findings to advocate for budget openness, public participation in budget processes for proper budget planning and effective management of public funds especially in education.

Capacity building to CBOs on accountability and transparency

HakiElimu continued to partner with Foundation for Civil Societies to lead the education cluster to promote service delivery improvement in education through Social Accountability Monitoring. HakiElimu trained 24 representatives (14 males and 10 females) from 24 organisations on Social Accountability Monitoring (SAM) and Public Expenditure Tracking Survey (PETS) tools to monitor education service delivery and education projects. All trained Education Cluster partners monitored a total of 176 education projects, valued at TZS 9 billion.

The findings were presented to local government authorities (LGAs). Subsequently, LGAs took action to hold 5 school chairpersons and 7 head teachers (all men) accountable for the misuse of school funds or delays to project completion. All head teachers and school chairpersons who misused school funds were ordered to return the money; a total of Tsh 4.1 mil which was misused was returned to schools. District councils in project areas provided a total of Tsh 37mil and 18 bags of cement which were used to finalize construction classrooms.

A total of TZS 496 million was saved or recovered through PETS/SAM activities at the local level[14]. Social accountability interventions have also resulted in improved transparency of income and expenditure of public resources in education. Of 440 villages that have been involved in Social Accountability Monitoring (SAM), 249 villages (equivalent to 57%) are publicly displaying information on income and expenditure through notice board and public meetings. This is higher compared to 2018 when only 52% of villages published information on income and expenditure.

Support to Strengthen Tanzania Education Network (TEN/MET)

HakiElimu continued to support TEN/MET as an entry point to the government by education CSOs. In this period under review, HakiElimu as member of the National Organising Committee, supported TEN/MET in organising and leading the 2019 General Action Week for Education (GAWE) which had the theme: Quality Education is my Right. The event was hosted in Handeni district, Tanga in recognition of the district's efforts made in the education sector especially in the area of inclusive education.

Advocate for changes of the repressive laws that limit transparency and accountability

HakiElimu in collaboration with other CSOs in the country worked to advocate for the changes in the Statistics Act 2019, which limited, among other things, CSO's mandate to conduct independent research, share findings and independent analysis of government statistics. HakiElimu was part of a Task Force composed of CSO members who critically analysed the Act and shared the findings to the Legal and Constitutional Parliamentary Committee.

14 The saving was made as result of follow-up of projects though PETS which some of them were overpriced. As a result, these projects were implemented with lower amount than the budget. The recovery was made for funds/materials which were embezzled

Prior to this, HakiElimu submitted written feedback on the proposed regulations of the same and clearly indicated how the Act will jeopardise freedom to conduct research, share findings and conduct independent analysis of the government statistics as part of transparency and accountability. The joint efforts led to removal of draconian sections in the Act after its amendment to allow publication of analysis or survey findings without the approval of the Statistician General

4.4. Outcome4: Organisation capacity for effective programme implementation strengthened

4.4.1. Monitoring, Evaluation and Accountability and Learning (MEAL)

HakiElimu continued to monitor programme implementation to ensure delivery of results and collect lessons to inform programme implementation and design. In the period under review the following were the key achievements:

Building the capacity of Friends of Education / Community Information Volunteers (CIVs) in routine programme reporting: 100 CIVs (74 males and 26 females) continue to work closely with all 127 programme schools. In this period, a total of 127 were visited at least twice and all activities implemented in school were reported by volunteers and form part of this annual report. In order to continue building their capacity, HakiElimu provided refresher training to all CIVs on routine data collection and reporting. The training involved reflection on the quality of reports generated by CIVs and review of the data collection tools to improve capturing of results and activities implemented by CIVs in the field.

Periodic review meetings: HakiElimu continues to reflect on programme implementation periodically to learn how different interventions are improving quality of education, addressing gender inequality and inclusivity. In 2019, two meetings were conducted to assess the implementation of activities against the work plan and capture results. The sessions were also used to share lessons learnt and use the same to inform future plans. The review meetings have significantly improved reporting of 2019 results and informed the 2020 annual plans.

Field visits : The MEAL team continued to provide programme oversight which involved field monitoring to assess programme implementation, document lessons and implementation challenges. Four quarterly field visits were completed, covering 11 districts. The key issues noted during field visits were:

- Inadequate district level engagement in discussions and resource mobilisation to address education challenges especially in pre-primary education
- Inactiveness of district level working group formed by Friends of Education. This was largely due to lack of district level presentation and lack of clear guidelines on group composition and responsibilities
- Challenges in documenting and sharing community engagement and action from Friends of Education. During these visits, it was noted that Friends have been successful in mobilising the community to address education challenges in their areas. However, very little has been documented and shared as successes of the Friends of Education Movement.
- There is a need to intensify our interventions addressing violence against children in school and inclusive education. From the field visit, it was noted that our VACis interventions are more understood through the established gender and VACis clubs rather than through the whole school.
- There is a gap in terms of keeping records of children supported from dropping out of school and consistently providing the needed support and tracking them to ensure transition. In line with this, there is a need to generate evidence of girls retained and transitioned as a result of our interventions.

All these lessons have been used to improve programme performance and used to inform the 2020 organisation work plan.

4.4.2. Effective Leadership, Governance and Quality Assurance

The Leadership and Quality Assurance (LQA) department continued to provide strategic direction, leadership and technical assistance in executing the 2017-2021 strategic plan, strengthening partnership and facilitating strategic advocacy for education policies. The following are the key strategic activities and results achieved in the period under review.

African Civil Society Excellent Award

In early 2019, HakiElimu proudly emerged as a winner for the 2019 African CSO Excellence Awards. The Awards highlight the importance of organisational capacity to achieve programme impact. HakiElimu was rewarded for demonstrating excellence across eight key elements of organisational capacity: strategic ability and adaptability, leadership and governance, financial health and management, human resources and staff development, operations, communications, partnerships and alliances, monitoring and evaluation. Apart from emerging as the overall winner, HakiElimu also emerged as a winner in two other categories: Strategic Ability and Adaptability and Leadership and Governance. The award is a joint venture between EPIC-Africa and the Rockefeller Foundation.



HakiElimu, Development Partners and Government celebrating HakiElimu's award

Improving HakiElimu's Gender responsiveness

HakiElimu has intensified its efforts to improve gender equity. A Participatory Gender Audit (PGA) was completed with the aim of assessing strengths in policies, programmes, organisation process and structures based on the Gender Policy developed in 2015.

The findings show HakiElimu has successfully integrated gender equality into its existing strategy and programming, particularly, GRTI is showing progress in addressing gender inequalities. Through the scale up of GRTI, the gender analysis has informed the development of a number of new activities to strengthen gender transformation. The PGA also found that:

- HakiElimu's staff are aware of the importance of gender equality in relation to the organisation's objectives and are personally committed
- A number of gender sensitive employee policies are in place such as regarding sexual harassment, flexible working for breast-feeding mothers and work life balance measures
- There is a positive organisational culture reflecting inclusiveness and respect amongst staff, more specifically between women and men
- HakiElimu indicate in their job advertisements that women are encouraged to apply
- Community members are progressively scaling up HakiElimu initiatives to address gender inequalities
- HakiElimu's programming and investments have proven a tremendous paradigm shift for girls' attendance and performance at school

The PGA identified a number of areas where challenges need to be addressed to ensure that systems and practices are in place for gender mainstreaming. The main recommendations that emerged and will be addressed are to:

- Develop and implement an integrated gender mainstreaming strategy and work plan linked to the gender policy and findings of the PGA
- Enhance staff capacity on gender mainstreaming
- Develop (innovative) strategies to build capacities of respective communities, LGA's and CSO partners on gender equality
- Strengthen monitoring and evaluation systems and capacity on gender mainstreaming, including budget tracking on allocations and expenditure on gender equality
- Put into effect an accountability framework that includes performance on gender mainstreaming as a core competency for staff in the appraisal of all professional, programme, technical and managerial staff, including staff working on projects

Board meeting and Annual General Meeting (AGM)

HakiElimu held statutory Board meetings in March 2019 and September 2019 and the AGM in April 2019. The purpose of the meetings was to review and approve HakiElimu's 2018 annual narrative and audited financial reports as well as the 2019 annual plan and budget. Through the meetings the proposal to engage the Auditax International to Audit HakiElimu 2019 Accounts was approved. HakiElimu also conducted an extra ordinary AGM in November 2019 whereby the assets and liabilities to be transferred from HakiElimu Company to HakiElimu NGO were approved for further steps in compliance with legal requirements.

Joint retreat between staff and members

There have been several changes in the legal framework and funding mechanism that affect CSO operations in the country. In view of this HakiElimu conducted an annual joint retreat between Members, Board and staff to examine the operating environment and discuss how the organisation can continue to be effective. The joint retreat meeting came up with key resolutions including:

- The need for HakiElimu to be flexible and accommodate the changing funding environment by accepting project funding and opportunities to work regionally
- Ensuring HakiElimu is complying with all legal requirements including changing its registration to NGO

- Continue to engage constructively and continuously to demonstrate the role of civil society in development and challenge laws that repress civil society operations

Development Partners (DP) Meeting

HakiElimu's approach to working with Development Partners is collaborative and open. In March 2019 DPs convened to review programmatic and financial progress for 2018 and discuss and HakiElimu's plans and priorities in 2019. They convened again in October to review the half year progress.

4.4.3. Financial Performance and Administration

Donor Income

In 2019 HakiElimu signed a new funding partnership with KPMG(/UKAid) for the implementation of Accountability in Tanzania II and a private donor – Stromme Foundation. This has contributed to reducing HakiElimu's funding gap for 2019, though at the half year point HakiElimu still had a funding gap of almost 300,000 USD and was therefore obliged to scale down the 2019 original plan budget from Tshs. 7.8M to Tshs. 7.6M

Financial Management

HakiElimu's statutory external audit for the 2018 financial statements received a clean audit report. In its efforts to strengthen accountability HakiElimu also engaged an independent auditing firm as an internal auditor, to carry out internal audits on a quarterly basis for the year 2019.

Strengthened systems and policies

In efforts to improve ICT systems security and efficiency, HakiElimu has now started to use the new Sage Pastel Evolution, which has strong password feature and allows automation of major accounting reports such as; Statements of Financial Position, Comprehensive Income, Changes in Equity and Budget vs. Expenditure.

HakiElimu employees have continued to adhere to policies and regulations as approved by the Board. In the year 2019, three new policies were developed and approved; Risk Management Policy, Whistle Blowing Policy and Environmental Policy and two sub-policies were introduced i.e. Conflict of Interest policy and Retirement Policy.

Human Resources Management

In 2019, one employee resigned from her position and the process of filling the vacancy has already started. Another employee from the Support Services Administration and Finance Department was reassigned to the Community Engagement and Action Department, following job classification, which was completed in early 2019.

To improve staff capacity, HakiElimu supported seven employees to participate in short term training and one employee in the long-term training in areas of modern skills in financial analysis, programme development and gender equality and employee taxes compliance.



Habiba Swedi
Friend of Education, Arusha.

5. Challenges, Lessons Learned and the Way Forward

5.1. Challenges

Delays in getting research permits and approvals for dissemination

HakiElimu continued to face challenges in relation to the Statistics Act and securing research permits and approvals for publication. Although applications for research permits have now all been approved the delays in getting the approvals has caused delays to the planned timelines.

5.2. Lessons Learnt

Partnership and continuous constructive engagement can lead to changes in repressive laws that limit CSO operations

Partnership with local and international organisations and constructive engagement with the government has proven to be successful in changing some of the repressive laws that limit CSO operations. There is a room to influence change if like-minded organisations join hands, generate evidence and coordinates their efforts. This was the case with the Statistics Act which posed serious challenges in generating, sharing and using statistics in Tanzania. HakiElimu joined hand with local and international partners and continuously engaged the government which eventually led to significant improvements in the Act.

Increased awareness and capacity building to teachers have changed perception and willingness to teach pre-primary classes

The Mwanzo Mzuri project has significantly transformed teachers' attitude towards early childhood education. Before Mwanzo Mzuri was launched, in many schools, teaching a pre-primary class was deemed to be a demotion, was assigned to teachers whowere perceived to have little to offer and was gender biased (females were perceived best suited to teach these classes). Currently, teachers like and are so proud to be teaching these classes. In many schools all teachers provided with training are collaborating in teaching these classes a role which was previously only done by a dedicated pre-primary class teachers.

Due to increased scrutiny of CSO's work, it is high time to ensure our contributions are acknowledged and reflected in government reports

Despite several contributions made by HakiElimu in the education sector, various government officials perceive HakiElimu to be critical to the government with very little acknowledgement on the work done in improving the education sector in Tanzania. In order to get away from this notion, it high time now for HakiElimu to thoroughly map and align all interventions and contributions we make with the national plans and share these with the government on periodic basis.

The need to be inclusive in our TV spots and Tafakari Time TV programmes

HakiElimu as an organisation promoting disability rights has learnt that we should also ensure our own content is accessible. From 2020 HakiElimu's TV spots and Tafakari TV programmes will include sign language translations.

6. HakiElimu's Plans for 2020

In 2020, HakiElimu will scale up the Girls Retention and Transition Initiative from 44 to 127 schools, aimed at removing the barriers to girls learning by:

- Enhancing empowerment of 30,000 primary and secondary school girls aged 10-19
- Strengthening the movement of citizens challenging gender norms and building a supportive environment for girls' education.
- Strengthening the policy environment, where government develop evidence-based policies that promote gender equality in education and are accountable and transparent in policy implementation.

HakiElimu will also:

- Continue its partnership with The Launchpad Tanzania, who are supporting students with special education needs and disabilities, through teacher training
- In partnership with VIA and Mkwawa university, finalise the pilot of Mwanzo Mzuri teacher training and focus on advocacy and integration in to existing teacher training structures
- Launch the Evidence Based Communication campaign, which aims to understand the most effective messages and communication channels to positively influence behaviour change that will reduce violence against girls.
- Implementation of the good school toolkit in pilot schools and advocate for safer school environments
- Sustain engagements in regional and international learning platforms: As the RELI Hub of Regional Learning Initiative, leader of All in All Learning network and Stromme's partners, HakiElimu will support partners to strengthen their capacity on policy influencing and generate more learning products to share and learn what works between different thematic areas of equity and inclusion, life skills and teacher development and support.
- Transparency and accountability will remain a major priority in 2020. HakiElimu will conduct pre and post budget analysis, and use the findings to engage government and parliamentary budget committees to influence allocation and implementation of budget to improve education.
- Friends of Education will be facilitated to carry out Public Expenditure Tracking Surveys on capitation grants and parents' contributions to ensure effective use of school funds to improve service delivery in schools.
- The Open Budget Survey report is expected to be launched in April 2020, and therefore HakiElimu as a research partner will collaborate with International Budget Partnership (IBP) to disseminate the findings and engage government officials and Budget Committee to advocate for improvement in budget transparency in Tanzania.

7. Financial Summary

During the year HakiElimu received a total income of Tsh 6,825,480,920 and the spending was 6,875,928,965. Extract of the audited financial statement is annexed (Annex 1).

8. Annexes

Annex 1: Audited Financial Statement.

Statement of Financial Position
As at 31 December 2019

		31-Dec 2019		31-Dec 2018
ASSETS	**Notes**	**TZS "000"**		**TZS "000"**
Non-current assets				
Property and equipment	4	3,605,283		3,687,242
Intangible assets	5	22,089		33,082
Total Non-current assets		**3,627,372**		**3,720324**
Current assets				
Accounts receivables	6	130,447		24,615
Cash and cash equivalents	7	412,064		737,828
Total current assets		**542,511**		**762,443**
Total assets		**4,169,883**		**4,482,767**
RESERVES AND LIABILITIES				
Reserves				
Accumulated funds		268,894		219,342
Deferred capital grants		84,554		177,506
Revaluation reserve		3,331,629		3,433,128
Total reserves		**3,696,070**		**3,829,976**
Current liabilities				
Deferred revenue development partners' grants	8	346,363		522,082
Accounts payable	10	132,129		130,709
Social welfare funds	11	6,314		0
Total current liabilities		**484,806**		**652,791**
Total equity and liabilities		**4,169,883**		**4,482,767**

The notes on pages 16 to 38 form part of these Financial Statements

Report of the Auditors – Pages 10 to 11

The Financial Statements on pages 12 to 38 were approved by the Board of Directors and signed on its behalf by:

.....

Mr Richard Mabala

Chairperson

Date: 23/04/2020

.....

Dr John Kalage

Executive Director

Date: 23/04/20

Statement Of Comprehensive Income
For The Year Ended 31 December 2019

		31-Dec		31-Dec
		2019		2018
	Notes	TZS "000"		TZS "000"
INCOME				
Revenue grants	8	6,786,922		6,209,423
Other income		49,552		64,578
Total income		**6,836,474**		**6,274,001**
EXPENDITURE				
Outcome One: Improved Education System that promotes Equity; Inclusive & Effective Learning		1,541,251		904,628
Outcome Two: Citizens Informed; Organized and Engaged in Critical Problem Solving, Governance & Provision of Equity		723,876		735,791
Outcome Three: Government & Stakeholders are Responsive & Accountable to Provide Inclusive/Quality Education		59,399		398,767
Outcome Four: Organisation Capacity for Effective Program Implementation Strengthened		245,023		113,907
Program Staff Costs		1,557,764		1,769,066
Outcome Four: Leadership, Governance and Quality Assurance		1,346,982		690,835
Outcome Four: Support Services and Finance		1,089,136		1,385,419
Depreciation expense		223,491		211,010
Total Expenses	8	**6,786,922**		**6,209,423**
Surplus for the year		**49,552**		**64,578**

The notes on pages 16 to 39 form part of these Financial Statements

Report of the Auditors – Pages 11 to 12

Statement Of Changes In Net Assets
For The Year Ended 31 December 2019

	Accumulated Fund	Deferred Capital Grants	Revaluation Reserve	Total
	TZS "000"	TZS "000"	TZS "000"	TZS "000"
At 1 January 2018				
Opening Balance	**154,764**	**417,864**	**3,534,627**	**4,107,235**
Additions for the year	-	63,116	-	63,116
Release of depreciation	-	(211,010)	-	(211,010)
Prior year adjustment	-	(92,464)	-	(92,464)
Allocation – Deferred revenue grant	-	-	(101,499)	(101,499)
Adjustments during the year	-	-	-	-
Surplus for the year	64,578	-	-	64,578
At 31 December 2018	**219,342**	**177,506**	**3,433,128**	**3,829,977**
As at 1 January 2019				
Opening Balances	**219,342**	**177,506**	**3,433,128**	**3,829,977**
Additions for the year	-	130,206	-	130,206
Release of Depreciation	-	(223,490)	-	(223,490)
Adjustment –Gain/Loss on disposal	-	332	-	332
Charge on revaluation	-	-	(101,499)	(101,499)
Surplus for the year	49,552	-	-	49,552
As at 31 December 2018	**268,894**	**84,554**	**3,331,629**	**3,685,077**
The notes on pages 16 to 39 form part of these financial statements				
Report of the Auditors –pages 11 to 12				

Annex 2: Members of Parliament Strategic Engagement Response Matrix

S/n	Issues Advocated For	Parliamentary discussions	Government Response
1	Address the alarming decline in allocation to the education sector's budget During engagements: MPs were informed that in the last three financial years, the approved education sector's budget has declined from Tsh. 4,770 billion in the FY 2016/17 to Tsh. 4,706 billion in 2017/18 and fell down further to Tsh. 4628 billion in the FY 2018/19, a decline of Tsh. 64bn. MoEST budget has declined from 1.408 trillion in 2018/19 to 1.357 trillion in 2019/20, a decline of 51 Billion. The recurrent budget has risen from 478 billion in 2018/19 to 494 billion in 2019/20. HakiElimu advised for increasing budget allocation of sector budget to 20%.	(i) **Hon. Susan Lyimo** referred to some of these issues while presenting the Opposition camp's Education Budget speech. Amongst other things she presented, she said 'Hon. Speaker, analysis conducted by HakiElimu about the budget trend for the education sector indicates that, the proportion of the education sector budget and total government budget decreased from 16.1 percent in the year 2016/17 to 15 percent in the year 2017/18 and decreased further to 14 percent in the year 2018/19. This decreasing trend continues to distance us from Sub-Saharan Southern Africa Countries Resolution-where Tanzania is a part, on allocating 20 percent of the government budget to the education sector'. (ii) **Hon. Grace Tendega** "Hon. Chairperson, from 2016/17 and the source of data is HakiElimu, they reported that since 2016/2017 budget decreased from 4.770 trillion to 4.706 trillion in the year 2017/2018. (Claps) Hon. Chairperson, we observe also that in the year 2018/2019 it has further decreased to 4.628 trillion. Together with that, when we look at the proportion to the total government budget, we observe a decrease from 16.1 percent in the year 2016/2017 to 14 percent in the year 2018/2019…Hon. Chairperson, this is totally against resolutions we have promised to adhere to as Sub-Saharan African countries that we should reach 20 percent".	While responding on the issue, the Minister for Finance, Hon. Mpango was of the view that the government has ratified a number of conventions that oblige the government to allocate certain percentages in different sectors. The government isn't capable of fulfilling such demands because if it is so, three sectors will take almost 45% of the national budget and hence how will other sectors be featured in the national budget? "…that the government should allocate 20 percent of the total budget to education. It is true but there are other resolutions that Tanzania is a part to…. now if all these resolutions are implemented it's only three sectors that will take 45 percent of the whole budget. I don't know what will remain…"

S/n	Issues Advocated For	Parliamentary discussions	Government Response
	(iii) Hon. Yosepher Komba "Hon Chairperson, when you look at the whole budget, my colleagues have already said, the budget for the Ministry of Education continues to fall. In the year 2018 the budget was 1.4 trillion, this year, allocation is 1.3. billion, it is decreasing. It's decreasing in a scenario where the total government budget is increasing: it is decreasing in an environment where students' enrolment is increasing in primary and secondary schools, it is decreasing in an environment where in Universities students demand to Loans is increasing, however, the budget continues to fall"		
2	**Budgeting for Primary Teachers' employment and deployment** MPs were informed that the quality of learning depends on the availability of well trained and sufficient number of teachers among other things. According to the Ministry of Education (MoEST Budget Speech 2018/19), primary schools in the country had a total shortage of 85,916 teachers by April 2018. HakiElimu advised for increased recruitment and deployment of teachers and ensure teachers are paid their statutory benefits the government owes them to increase their motivation	**(i) Social Services and Community Development Committee while presenting their speech; -** "Hon Chairperson, the challenge relating to the scarcity of teachers is huge. The committee congratulates government efforts in continuing to employ teachers from 164,418 in the year 2018 to 179,249 in this year. Together with this increase, the government continues to implement the fee-free policy which continues to increase the enrolment of students in primary and secondary education and hence resulting into a need for more teachers…. the committee advises the government to continue employment of more teachers in dealing with this challenge". **(ii) Hon. Susan Lyimo, Hon. Yosepher Komba, Hon. Pascal Haonga, Hon. Kemirembe;** all advised the government to fill teachers gaps in schools through employment and further pay teachers debts that have accumulated to Tsh 61 billion.	The government through Deputy Minister for PO-RALG, Hon. Mwita Waitara and the Minister for Finance, has promised to continue recruitment every year in reducing the gape (page 206 of Hansards) and it won't take ten years as expected. Further, payment of teacher's debt amounting to 61 billion for teacher's debt has been taken to budget committee.

S/n	Issues Advocated For	Parliamentary discussions	Government Response
3	**Declining education's development budget allocation, disbursements and dependence on donor funding** MPs were informed that, in the FY 2018/19 real development budget for MoEST was allocated with 502.4 billion equivalent to 54% of the development budget while the HESLB was allocated with 427 billion equivalents to 46% of the development budget. Under MoEST, only 10 projects out of 40 were funded with at least 50%, 24 projects out of 40 with a value of almost 100 billion were not funded at all (0%). Many development projects are dependent on foreign funding.	(i) **Social Services and Community Development Committee while presenting their speech; -** "...the Committee realised that, by March 2018/2019 only 57 percent of the Budget implementation for development projects in the year had been disbursed. Worse still, 43 percent of the planned projects didn't receive funds in both FY 2018/2019 and 2019/2020. The committee questioned the Ministry and was informed on possibility to receive such funds before end of 2019 and 2020 financial year. The committee insisted on the need for disbursing these funds for implementation of such projects as failure of that will require the government to allocate funds for such projects in financial year 2019/2010" " funds allocated for 2018/2019 budget should all be disbursed before the end of financial year to enable the Ministry to implement such projects. Further, the committee recommends that it is right time for the government to choose a few priority projects and disburse all funds for such projects other than allocated funds while we know such funds can't be disbursed.". (ii) **Hon. Pascal Haonga** "In the 2018/2019 financial year which is ending, out of Tsh 502 billion allocated for development budget, Tsh 311 billion equivalent to 62 percent was dependent on foreign funding. Funds from local financing amounted to only 38 percent. For the foreign funding, However, only Tsh 111 billion out of the promised Tsh 311 billion was actually received"	The minister for finance has promised to remit the remaining development budget in the last two months of the budget before the FY has ended and such will be done as per Budget Act. "…in realising peculiar importance of education in the development of our country, the government would like to commit to all Tanzanians that in the remaining period, the government will disburse money to vote 46 as per provisions of section 45(6) of the Budget Act"

S/n	Issues Advocated For	Parliamentary discussions	Government Response
4	**Having a separate VOTE for Higher Education Students Loans' Board** MPs were informed that in the FY 2019/20, Tsh 450 billion equivalents to 52% of the total development budget allocated to MoEST was allocated HESLB while real development budget was allocated with only Tsh 413 billion equivalent to 48% of the MoEST development budget. HakiElimu advised that MPs should advocate for creation of a separate VOTE for HESLB	**(i) Social Services and Community Development Committee while presenting their speech; -** "As it is seen in the analysis of the committee, in the development budget allocated for implementation of 40 projects of the Ministry, 62% of such budget is allocated for Higher Education Students' Loans Board. The committee is of the opinion that funds for the Loans Board give the impression that the Ministry is allocated with a huge development budget while in reality only about 40% will remain for implementation of more than 40 projects. The committee advises that in future the Government should set aside a separate vote for the Loans Board (Separate Vote)". **(ii) Hon. Yosepher Komba** "Hon. Chairperson, let me opine on funds for Loans Board very briefly. We have witnessed funds for the Loans Board being allocated in the same vote with funds for development projects, funds that take a higher percent than the real development projects. We advise, and we have done so as well through the opposition speech, that these funds should be kept in a separate vote so that we are able to see how they are allocated and such funds are repaid. ,In this way we shall know the real development budget.	The Minister of Finance, Hon. Phillip Mpango has directed the HESLB to start processes of having a separate vote. "…About having a separate vote for the Loans Board, we advise the Loans Board to prepare a request for having its separate vote after consulting the Ministry…"

S/n	Issues Advocated For	Parliamentary discussions	Government Response
		(iii) Hon. Susan Lyimo "…Hon Speaker, in order to remove this controversy; the Opposition camp in the parliament advises and recommends that; a separate vote should be set for the Higher Education Students' Loan's Board so that funds for real development projects are seen and its implementation can be followed up; rather than how it is now presented whereby a deceptively positive image is created that the development budget in the Ministry is huge while in fact more than 50 percent of this budget funds Loans while real development projects are not implemented' as they are starved of funds.' "…It doesn't make sense why the UNESCO commission whose total budget under this Ministry is only 2 billion has a separate vote while the Loans Board is allocated with almost 500 billion doesn't., Why should it not have its own vote?"	
5	**Inquiring on Hon. Jafo's promise of Tsh 29 billion for building A-Level infrastructure** MPs were informed on the importance of getting feedback on the progress for the commitment made through the Minister of State, President's Office, Regional Administration and Local Government; on 10th June 2018 to disburse to LGAs a total of Tsh. 29 billion for A-Level schools' infrastructure. The amount was intended for building 478 classrooms and 269 dormitories for 21,808 prospective Form 5 students who qualified to join high school, but were left out due to classroom shortages. Hon. Jafo gave LGAs a maximum of two months to complete the construction of the facilities.	**(i) Hon. Susan Lyimo** while presenting opposition camp speech inquired, :- "Hon Speaker, to begin with, the Opposition camp would like the government to issue a statement regarding a promise given by the Minister of State-PO-RALG Hon. Selemani Jafo on 10th June 2018 that 29 billion would be released to local government authorities for construction of Advanced Level secondary schools' infrastructure. Such funds were meant to construct 478 classrooms and 269 dormitories for 21,808 students who passed and expected to join form five. However, they were left behind due to lack of classrooms and dormitories. Local government authorities were given two months to finalise construction of such infrastructure".	The Deputy Minister for PO-RALG, Hon. Mwita Waitara replied that the government had already remitted the29.9 **billion**. "…Regarding the question raised that Hon. Minister of State promised to release 29 billion, I wish to inform the Parliament that we released 29.9 billion in collaboration with the Ministry of Education for the ongoing construction of more than 2,300 buildings..'

S/n	Issues Advocated For	Parliamentary discussions	Government Response
6	**Funds for school quality assurance** MPs were informed that in FY 2018/19 quality assurance programme for MoEST was allocated with Tsh 1.5 billion and SEQUIP with Tsh 25 billion but weren't funded. In FY 2018/19 only 5,723 primary schools out of 17,174 were inspected equivalent to 33% of schools. Only 1,185 secondary schools out of 4,779 were inspected equivalent to 25% of schools. HakiElimu advised for remittance of funds for school quality assurance before the end of FY 2019/19	**i) Parliamentary Social Services and Community Development Committee while presenting their speech; -** "Hon Chairperson, Tanzania which is amongst 193 countries, who are members of the United Nations has to implement Sustainable Development Goal No. 4 (SDG) about quality education through its education plans. The committee believes implementation of this Goal which points out that quality education depends on a variety of factors including school quality assurance. However, the committee has realised that due to budget scarcity the budget allocated for department in the past financial year didn't even reach 30 percent of the budget. Hon. Chairperson, the committee advises that quality assurance funds should be released before the end of this financial year. Furthermore, beginning from now, the government should ensure funds allocated for quality assurance should be released timely" **(ii) Hon. Jummanne Maghembe** "…It is very important that this department be given working tools; cars and other quality assurance tools to ensure that they reach teachers…" **(iii) Hon. Susan Lyimo** "Project number 6235 (Quality Assurance in Schools) . This project was allocated with Tshs 1 billion in the year 2017/18 and in the year 2018/2019 it was allocated with 1.5 billion. However, in both years, no funds were disbursed for implementation"	The Minister for Finance, Hon. Phillip Mpango, promised to remit such amount as per the Budget Act before the end of FY 2018/19. '…there was an issue that funds for quality assurance be release before end of this financial year. The government has no objection at all as spoken earlier, funds shall be released depending on this year's Budget Act s"

S/n	Issues Advocated For	Parliamentary discussions	Government Response
6		**(iv) Hon. Grace Tendega** "Hon Chairperson, we ask the Minister for Finance to increase funds for the Ministry of Education because what's remaining is small. Almost 40 development projects have not been allocated with funds. If I start with this project of quality assurance department, in the year 2017/2018 they allocated 1 billion and in the year 2018/2019 they allocated 1.5 billion. However, in both years they have not received any money. Hon. Chairperson, Hon. Members of Parliament you know, this is a very important department one that inspects things that our students and youth are supposed to do but there are not enough funds allocated; and yet we praise ourselves to be collecting huge amounts of funds and yet the funds are not released"	

Annex 3: Joint Community participation and HakiElimu efforts in improving the learning environment

Name of School	District	Problem Addressed	Community/Parent's interventions	Total number of beneficiaries
Ngalawani Primary School	Mkuranga	Lack of sufficient number and quality of girls toilets	Construction of 8 new pit latrines	282 Female pupils
Mpunyule Secondary School	Kilwa	Lack of electricity in student dormitories (girls) which limited their studying time	Initiatives to install electricity in dormitories and classrooms	40 girls living in dormitories and 250 (120 girls and 130 boys) pupils who used the classrooms for form four students study camp
Miteja Primary	Kilwa	Lack toilets and a changing room for girls during menstruation	Construction of new toilets with 10 pit latrines (One with disabled access) and a changing room	259 Female pupils
Mpindimbi Primary	Masasi	Lack of enough toilets in school to match the number of students and lack of changing place during menstruation	Construction of new toilets with 10 pit latrines (One with disabled access) and a changing room	277 Female pupils
Frank Weston Secondary School	Tunduru	Lack of enough toilets in school to match the number of students and lack of changing place during menstruation	Construction of 3 pit latrines and a changing room	382 Female pupils
Ngiresi Sec. School	Arusha DC	Shortage of toilets and changing places for girls during menstruation period	Construction of new toilets with 4 pit latrines (one for students with disability) and a changing room	241 Female pupils
Halla Primary School	Babati	Shortage of toilets and changing places for girls during menstruation period	Construction of new toilets with 6 pit latrines (One with disabled access) and a changing room	224 Female pupils
Kasamwa Secondary	Geita	Shortage of toilets and changing rooms for girls during menstruation period	Construction of new toilets with 12 pit latrines (One with disabled access) and a changing room	860 Girls pupils
Bukindo Secondary	Ukerewe	Lack of water supply in school	Installation of 5 water tanks with capacity of 5,000 liters each for rain water harvesting	543 pupils (232 girls and 311 boys)
Idilo Primary School	Mpwapwa	Lack of pre-primary classroom-pupils were studying outside under the trees	Construction and fitting of the pre-primary classroom	53 pupils (36 boys and 17 girls)

Name of School	District	Problem Addressed	Community/Parent's interventions	Total number of beneficiaries
Mambegwa Primary School	Kilosa	Lack of pre-primary classroom-pupils were studying outside under the trees	Construction and fitting of the pre-primary classroom	105 pupils (55 boys and 50 girls)
Rudewa Primary School	Kilosa	Lack of dedicated pre-primary classroom	Construction and fitting of the pre-primary classroom	67 pupils (37 boys and 30 girls)
Mvumi Primary School	Kilosa	Lack of dedicated toilet for pre-primary pupils	Construction of pre-primary toilet	146 pupils (74 boys and 72 girls)
Kizega Primary School	Iramba	Lack of dedicated pre-primary classroom	Construction and fitting of the pre-primary classroom	84 pupils (43 boys and 41 girls)
Igumo Primary School	Iramba	Lack of dedicated pre-primary classroom	Construction and fitting of the pre-primary classroom	113 Pupils (53 boys and 60 girls)
Lulumba Primary School	Iramba	Lack of dedicated pre-primary classroom	Construction and fitting of the pre-primary classroom	154 pupils (69 boys and 85 girls)

Annex 4: Distribution of Friend of Education in Tanzania

Region	New Friend In 2019				Cumulative number of Friends by 2019				
	Male	Female	Groups	Total	Male	Female	Groups	Unspecified	Total
Arusha	15	8	3	26	498	346	25	15	884
Dsm	84	120	23	227	2622	1991	130	55	4798
Dodoma	79	59	10	148	1679	1199	51	29	2958
Geita	6	5	0	11	387	150	3	6	546
Iringa	5	4	0	9	460	195	20	13	688
Kagera	20	10	0	30	1338	543	56	31	1,968
Katavi	1	0	0	1	87	36	3	4	130
Kigoma	21	12	2	35	901	405	68	33	1,407
Kiliman-jaro	15	11	2	28	832	560	20	13	1,425
Lindi	33	27	0	60	648	434	15	9	1,106
Manyara	8	14	1	23	381	258	14	3	656
Mara	17	17	2	36	1394	622	44	35	2,095
Mbeya	29	13	1	43	1593	553	42	15	2,203
Mjini Magharibi	9	1	0	10	45	31	2	2	80
Morogoro	15	16	7	38	1182	699	41	33	1,955
Mtwara	40	14	0	54	819	460	28	21	1,328
Mwanza	34	12	0	46	3717	2009	140	31	5,897
Njombe	15	8	0	23	1008	502	20	16	1,546
Pemba Kaskazini	0	0	0	0	7	0	1	0	8
Pemba Kusini	0	0	0	0	8	9	4	1	22
Pwani	19	13	3	35	535	654	33	11	1,233
Rukwa	12	0	0	12	396	112	13	7	528
Ruvuma	7	1	0	8	1005	660	32	8	1705
Shinyanga	11	5	1	17	876	246	19	17	1158
Simiyu	3	7	0	10	452	373	7	11	843
Singida	7	6	3	16	621	641	17	14	1293
Songwe	1	1	0	2	3	2	0	1	6
Tabora	25	18	2	45	1717	772	16	18	2,523
Tanga	113	94	40	247	901	758	67	53	1,779
Unguja Kaskazini	0	1	0	1	228	151	8	1	388
Unguja Kusini	0	0	0	0	8	4	0	0	12
Nchi nyingine (Other countries)	0	0	0	0	0	0	0	0	0
Total	644	497	100	1241	26348	15375	939	506	43,168

Annex 5: Indicator Performance Matrix

Indicator Performance Matrix					
Output	**Indicators**	**Planned Target**	**Achievements**	**Data Source**	**Notes**
Outcome 1: Improved Education Systems that promote equity, inclusive and effective learning					
A gender sensitive, protective and friendly teaching and learning environment is promoted	Number of TV and radio spots and programmes that promote a gender sensitive, protective and friendly teaching and learning environment	1 TV Produce and broadcasted in national wide TV	2 TV spot on inclusive education Tuko Pamoja Kweli?" was produced and I spot aired for a total of 100 minutes	Media report	Achieved
		I radio spot produced and broadcasted in 13 community radios	1 radio spot was produced and aired in 13 radio stations for a total of 4,221 minutes	Media reports	Achieved
		8 new TV programmes produced and 8 programmes broadcasted	8 new Programmes on Preventing Violence Against Children in school were produced and 8 programmes produced in 2018 on inclusive education was broadcasted	Media reports	Achieved
	Number of teachers with understanding of child centered approach and inclusive pedagogy that carters for special needs in project schools	60 teachers from 20 schools	80 pre-primary teachers (40 are in module 3 out 5 modules) were trained on a new and innovative child-centered approach to pre-school education	Training reports	Over achieved
	Number of pre-primary schools supported in improving school infrastructures to improve pre-primary learning	10 schools supported in improving pre-primary infrastructures	6 classrooms were constructed and fitted in 6 schools in collaboration with LGA and community 1 Toilet was constructed in 1 school	Community Initiative Support report	Other school community delayed mobilisation of resources.
	Number of schools supported with safe water and sanitation services	At least 10 schools supported with safe water and sanitation annually	9 schools were supported with safe water and/sanitation facilities	Community Initiative reports	
	Number of surveys and researches published	3 research reports conducted on 2018 published	All 3 research reports were published as planned	Programme reports	Achieved

Indicator Performance Matrix					
Output	**Indicators**	**Planned Target**	**Achievements**	**Data Source**	**Notes**
Education policies and strategies are effectively implemented and the gaps identified in ETP 2014 are addressed	Number of policy gaps identified and addressed	At least 1 key policy gaps identified and addressed through media campaigns and community dialogues	One issue identified, inclusive education and addressed through media campaign Three education policies were monitored and analyzed (NSIE, ETP and SDG goal 4). One brief analysis on best way to implement NSIE shared to MoEST and PO-RALG.	Media reports/ policy review reports	Achieved
	Number of influential stakeholders involved in forums to undertake critical review of policies	At least three groups of stakeholders involved. Ministries (6 ministry officials, 10 Targeted MPs and 10 CSO representatives	Two Ministries involved PO-RALG (3 representatives, MoEST 3 representatives; 10 MPs invited and participated in policy reviews & 8 CSOs representatives	Engagement Meetings	Achieved
	Number of position and working papers on policies published	3 working papers	2 working papers were published as planned	Publication reports	Achieved
Tanzania's education philosophy and other key policy issues are discussed And recommendations are made	Number of stakeholders who participated in the annual education symposium	120 Stakeholders participated	250 stakeholders attended	Conference attendance sheet	The over achievement is a result of our joint preparation of the event with The University of Dar Salaam through the Mwalimu Nyerere Intellectual Festival
	Number of papers presented to inform discussions on Tanzania education philosophy and policy issues	3 papers on education presented	4 papers on education; looking into the relevance, pedagogy and education role on industrialization were published	Conference proceeding report	Additional paper was presented to reflect the 2019 Mwalimu Nyerere Intellectual festival theme

Indicator Performance Matrix					
Output	**Indicators**	**Planned Target**	**Achievements**	**Data Source**	**Notes**
Outcome 2. Citizens are informed, organised and engage in critical problem solving, monitoring governance and provision of quality education					
Citizens are informed, organised and engage in critical problem solving, monitoring governance and provision of quality education	Index for citizen participation in promoting quality education, gender equity and reduction in VAC	Supporting 10 Friends networks to organise meeting to discuss their engagement in addressing gender, VAC and quality education especially in GRTI areas	8 *Friends of Education* networks meetings were conducted and attended by 451 people (238 males and 178 females) and 35 LGA representatives	Activity report	Two networks were not supported due to budget limitations
	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	140 Friends of Education participated in education debate on gender and child protection 35 radio programmes 7 community radios 9 Friends of Education and 9 LGA representatives participated in 36 radio programmes in 9 districts to discuss on Earl Child Development and importance of quality pre-primary education More than 500 community members participated directly though SMS/making calls during the programme	Media and activity reports	The reach is affected as only 7 radio programmes were conducted due to budget limitations

Indicator Performance Matrix					
Output	**Indicators**	**Planned Target**	**Achievements**	**Data Source**	**Notes**
Citizens' understanding on education issues including gender and VACis enhanced	Number of citizens who receive advocacy messages concerning gender and VAC	22.4 million (19 million through TV and Radio and 3.4 million through social media) people reached with message on inclusive education and girls' education	24.148 million people were reached- 8 million through the TV and 11 million with radio spot and 5,140,361 were reached through social media and 48,600 through SMS	Mainstream and social media metrics	Achieved
	Number of citizens participating in gender and VAC forums	No target set	11 Senior Female Focal Friends supported to participate in gender festival forum Members of 3 Friends networks (Geita, Babati and Arusha) participated in marking national and international events for girls and women following invitation from their respective district councils	Workshop attendance report	Achieved
	Number of girls provided with sanitary pads and trained to make their own pads	660 girls supported to access sanitary pads in 44 schools	854 girls have been provided with sanitary pads	Activity reports	Girls who were trained on sanitary pads making with support from Female Friends of Education and matrons supported others in accessing the same

Indicator Performance Matrix					
Output	**Indicators**	**Planned Target**	**Achievements**	**Data Source**	**Notes**
Citizens' participation and monitoring of school governance and delivery of quality education is improved	Number of Friends networks facilitated to be established or strengthened	27 (22 district and 5 zonal) FoE networks strengthened by 2021	12 Friends networks supported to conduct SAM/PETS involved 120 Friends of Education 8 Networks were supported to organise meetings that helped to strengthen their understanding, organise, and plan intervention of their networks. Over 480 Friends participated	Activity reports	This is a cumulative target and is on track to be achieved by 2021
		1,000 new Friends recruited	1215 New Friends of Education were recruited	FoE data base	Over achieved
		100 Community Information Volunteers mentored and supported on routine data collection and reporting as well advocacy	All Community information Volunteered were mentored but only 72 were reporting on routine basis	CIV training report/ submission log	Some CIVs had issues with their mobile (e.g. stolen, broken) phones hence were unable to report on routine basis
	Number of citizens participating in community dialogues	12,700 community members (at least 580 in each district) reached through community dialogues and events	1,128 (720 School committee members (180 females and 180 heads of schools and 84 LGAs representatives and 144 Friends of Education participated in briefing meetings/dialogues to discuss PETS findings in 12 district councils	PETS Participation Meeting	Community dialogues were not done as planned due to budget cut.
	Number of citizens involved in education and accountability monitoring through SPM, SAM and PETS	100 CIVs (Friends of Education to be involved in SPM 144 Friends of Education to be trained and involved in SAM/PETS exercise	99 (73 males and 26 females) of Education were trained and participated in SPM 144 Friends of Education trained on SAM/PETS (24 of them at ToT level) and facilitated to conduct SAM/PETS in 180 schools (120 primary and 60 secondary)		Achieved

Indicator Performance Matrix					
Output	**Indicators**	**Planned Target**	**Achievements**	**Data Source**	**Notes**
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	3 policies, circulars and guidelines simplified, shared	1 guidelines (NSIE) and review of country progress on achieving SGD 4 was done	Activity report	
Outcome 3. Government and stakeholders are responsive and accountable to provide inclusive and quality education					
Government and stakeholders are responsive and accountable to provide inclusive and quality education	Number of targeted schools that publicly display key financial information	127 Programme schools across 22 districts	127 in 22 districts managed to display financial information and included in SPM report	School Performance Monitoring Report	Achieved
Citizens' education needs and demands are advocated for	Number of issues or citizens needs which are advocated for	At least 2 key citizens issues/needs advocated for annually as identified by the policy gap analysis	2 Issues were advocated as a result of policy gaps • Improving learning environment for children with disabilities in inclusive schools • The need to improve pre-primary education infrastructures and community participation	Programme reports	Achieved

Indicator Performance Matrix					
Output	**Indicators**	**Planned Target**	**Achievements**	**Data Source**	**Notes**
Transparency and accountability of Government and schools promoted	Number of MPs and full council members trained and engaged in transparency and accountability issues	25 MPs, 127 Councilors in 22 district councils trained/engaged every year in transparency and accountability issues	60 MPs and 84 LGAs engaged on matters of transparency and budget accountability	Engagement and PETS reports	More MPs were reached due to changed approach which allowed engagement through parliamentary committees. PETS was done in 12 districts hence few LGAs were engaged
	Number of public resources and accountability reports published	8 key budget documents published annually			HakiElimu is waiting the launch of OBS report to measure number of reports published on time
	Number of campaigns on transparency and accountability conducted	One campaign on transparency and accountability conducted through TV/radio spots every year	One campaign was conducted to promote government accountability in improving learning environment for children with disabilities	Media reports	Achieved

Annex 6: Areas of Operation

S/N	Region	District	School name	School Type	Sex		Total
					Male	Female	
1	Kagera	Muleba District	Kagondo	Primary	257	216	473
			Kitunga	Primary	148	136	284
			Bugasha	Primary	353	303	656
			Sub total	**3**	**758**	**655**	**1,413**
			Kagondo	Secondary	133	154	287
			Rubungo	Secondary	498	548	1046
			Kishoju	Secondary	499	548	1047
			Kaigara	Secondary	323	322	645
			Rutabo	Secondary	596	325	921
			Sub total	**5**	**2,049**	**1,897**	**3,946**
2	Mara	Serengeti District	Mugumu B	Primary	376	417	793
			Kambarage	Primary	400	460	860
			Tamkeri	Primary	322	486	808
			Mbalimbali	Primary	819	675	1,494
			Sub total	**4**	**1,917**	**2,038**	**3,955**
			Kambarage	Secondary	1147	1123	2,270
			Machochwe	Secondary	309	510	819
			Ikoma	Secondary	270	274	544
			Kitunguruma	Secondary	193	173	366
			Sub total	**4**	**1,919**	**2,080**	**3,999**
		Musoma District	Mwisenge A	Primary	500	460	960
			Mwisenge B	Primary	440	890	1,330
			Sub total	**2**	**940**	**1,350**	**2,290**
3	Kigoma	Kigoma District	Ruhobe	Primary	428	302	730
			Bigabiro	Primary	329	333	662
			Kiganza	Primary	380	505	885
			Bitale	Primary	225	431	656
			Mukabogo	Primary	401	302	703
			Sub total	**5**	**1,763**	**1,873**	**3,636**
			Kagondo	Secondary	206	272	478
			Bitale	Secondary	358	313	671
			Mukabogo	Secondary	213	206	419
			Luiche	Secondary	505	945	1450
			Sub total	**4**	**1,282**	**1,736**	**3,018**

S/N	Region	District	School name	School Type	Sex		Total
					Male	Female	
4	Morogoro	Kilosa District	Mambegwa	Primary	277	265	542
			Mvumi	Primary	560	600	1,160
			Madoto	Primary	190	185	375
			Rudewa	Primary	780	778	1,558
			Sub total	**4**	**1,807**	**1,828**	**3,635**
			Dendego	Secondary	109	120	229
			Chanzuru	Secondary	310	252	562
			Kutukutu	Secondary	290	298	588
			Mazinyungu	Secondary	412	384	796
			Sub total	**4**	**1,121**	**1,054**	**2,175**
5	Simiyu	Bariadi District	Kidinda	Primary	1405	1413	2,818
			Ibulyu	Primary	511	507	1,018
			Mahaha	Primary	682	604	1,286
			Gamondo	Primary	1056	1101	2,157
			Sub total	**4**	**3,654**	**3,625**	**7,279**
			Itilima	Secondary	248	381	629
			Ntuzu	Secondary	179	263	442
			Mahaha	Secondary	424	385	809
			Nyakabindi	Secondary	138	144	282
			Sub total	**4**	**989**	**1,173**	**2,162**
6	Arusha	Arusha DC	Olosiva	Primary	572	562	1,134
			Naurei	Primary	600	590	1,190
			Engorika	Primary	439	472	911
			Umoja	Primary	258	216	474
			Sub total	**4**	**1,869**	**1,840**	**3,709**
			Ng'iresi	Secondary	435	320	755
			Einoit	Secondary	260	387	647
			Olturumet	Secondary	156	200	356
			Mukulat	Secondary	246	503	749
			Sub total	**4**	**1,097**	**1,410**	**2,507**

S/N	Region	District	School name	School Type	Sex		Total
					Male	Female	
7	Tabora	Tabora Municipal	Kazima	Primary	115	115	230
			Isike	Primary	689	650	1339
			Gongoni	Primary	676	734	1410
			Uyui	Primary	345	350	695
			Sub total	**4**	**1,825**	**1,849**	**3,674**
			Itonjanda	Secondary	65	76	141
			Kariakoo	Secondary	289	323	612
			Chang'a	Secondary	98	100	198
			Fundikira	Secondary	167	207	374
			Sub total	**4**	**619**	**706**	**1,325**
8	Singida	Iramba Municipal	Lulumba	Primary	309	380	689
			Tutu	Primary	299	212	511
			Igumo	Primary	390	420	810
			Kizega	Primary	223	211	434
			Sub total	**4**	**1,221**	**1,223**	**2,444**
			Lulumba	Secondary	50	310	360
			Kiomboi Bomani	Secondary	320	200	520
			Mgongo	Secondary	98	130	228
			Shelui	Secondary			541
			Sub total	**4**	**468**	**640**	**1,108**
9	Geita	Geita Municipal	Mwatulole	Primary	1806	1652	3,458
			Kasamwa	Primary	429	699	1,128
			Sub total	**2**	**2,235**	**2,351**	**4,586**
			Kasamwa	Secondary	658	715	1,373
			Simbaguji	Secondary	400	380	780
			Sub total	**2**	**1,058**	**1,095**	**2,153**
10	Ruvuma	Tunduru Municipal	Namiungo	Primary	840	800	1,640
			Tuwenacho	Primary	290	260	550
			Sub total	**2**	**1,130**	**1,060**	**2,190**
			Frankwinston	Secondary	418	382	800
			Namasakata	Secondary	294	211	505
			Sub total	**2**	**712**	**593**	**1,305**

S/N	Region	District	School name	School Type	Sex		Total
					Male	Female	
11	Mtwara	Masasi District	Mtunungu	Primary	250	251	501
			Mpindimbi	Primary	220	240	460
			Sub total	**2**	**470**	**491**	**961**
			Chanikanguo	Secondary	70	90	160
			Isdore Shirima	Secondary	226	220	446
			Sub total	**2**	**296**	**310**	**606**
12	Coast	Mkuranga District	Bupu	Primary	220	240	642
			Ngalawani	Primary	280	269	549
			Sub total	**2**	**500**	**509**	**1,009**
			Kiparang'anda	Secondary	226	220	446
			Dundani	Secondary	304	338	501
			Sub total	**2**	**530**	**558**	**1,088**
13	Kilimanjaro	Moshi DC	Kiterini	Primary	310	260	570
			Kyou	Primary	320	255	575
			Sub total	**2**	**630**	**515**	**1,145**
			Gona	Secondary	170	210	380
			Mrereni	Secondary	246	125	371
			Sub total	**2**	**416**	**335**	**751**
14	Tanga	Korogwe DC	Kasiga	Primary	219	231	450
			Chekelei	Primary	311	255	566
			Sub total	**2**	**530**	**486**	**1,016**
			Bungu	Secondary	300	410	710
			Mlungui	Secondary	214	115	329
			Sub total	**2**	**514**	**525**	**1,039**
15	Njombe	Njombe District	Mji Mwema	Primary	700	794	1,494
			Mabatini	Primary	630	545	1,175
			Sub total	**2**	**1,330**	**1,339**	**2,669**
			Mpechi	Secondary	430	360	790
			Mabatini	Secondary	329	468	797
			Sub total	**2**	**759**	**828**	**1,587**

S/N	Region	District	School name	School Type	Sex		Total
					Male	Female	
16	Mbeya	Mbeya District	Iziwa	Primary	355	420	775
			Mlimani	Primary	399	510	909
			Sub total	**2**	**754**	**930**	**1,684**
			Nsoho	Secondary	137	146	283
			Sinde	Secondary	510	616	1,126
			Sub total	**2**	**647**	**762**	**1,409**
17	Rukwa	Sumbawanga DC District	Sandalala	Primary	580	245	825
			Muse	Primary	222	400	620
			Sub total	**2**	**802**	**645**	**1,447**
			Makuzani	Secondary	200	325	525
			Mazoka	Secondary	260	310	570
			Sub total	**2**	**460**	**635**	**1,095**
18	Dodoma	Mpwapwa District	Idilo	Primary	168	160	328
			Magugu	Primary	400	390	790
			Sub total	**2**	**568**	**550**	**1,118**
			Vighawe	Secondary	225	212	437
			Pwaga	Secondary	310	320	630
			Sub total	**2**	**535**	**532**	**1,067**
19	Mwanza	Ukerewe	Nansole	Primary	470	450	920
			Murutanga	Primary	500	470	970
			Buzegwe	Primary	370	20	790
			Nkilizya	Primary	750	762	1,512
			Sub total	**4**	**2,090**	**,102**	**4,192**
			Bukongo	Secondary	489	600	1,089
			Bukindo	Secondary	400	280	680
			Bukanda	Secondary	450	300	750
			Namagondo	Secondary	340	260	600
			Sub total	**4**	**1,679**	**1,440**	**3,119**

S/N	Region	District	School name	School Type	Sex		Total
					Male	Female	
20	Lindi	Kilwa	Kilwa Masoko	Primary	524	459	983
			Mnazi Mmoja	Primary	539	555	1094
			Singino	Primary	267	149	416
			Miteja	Primary	278	260	538
			Sub total	**4**	**1,608**	**1,423**	**3,031**
			Mpunyule	Secondary	369	449	818
			Dodomezi	Secondary	141	135	276
			Kikanda	Secondary	174	156	330
			Njinjo	Secondary	198	210	408
			Sub total	**4**	**882**	**950**	**1,832**
21	Manyara	Babati	Maisaka	Primary	400	370	770
			Halla	Primary	210	240	450
			Sub total	**2**	**610**	**610**	**1,220**
			Kwarah	Secondary	289	373	662
			Nangara	Secondary	215	248	463
			Total	**2**	**504**	**621**	**1,125**
Grand Total		22	Primary	64	29,011	29,292	58,303
			63	18,536	19,880	38,416	
			127	47,547	49,172	96,719	
		Secondary					
		Total					

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