

HakiElimu Annual Report 20 20

hakielimu



Annual Report 2020

January to December


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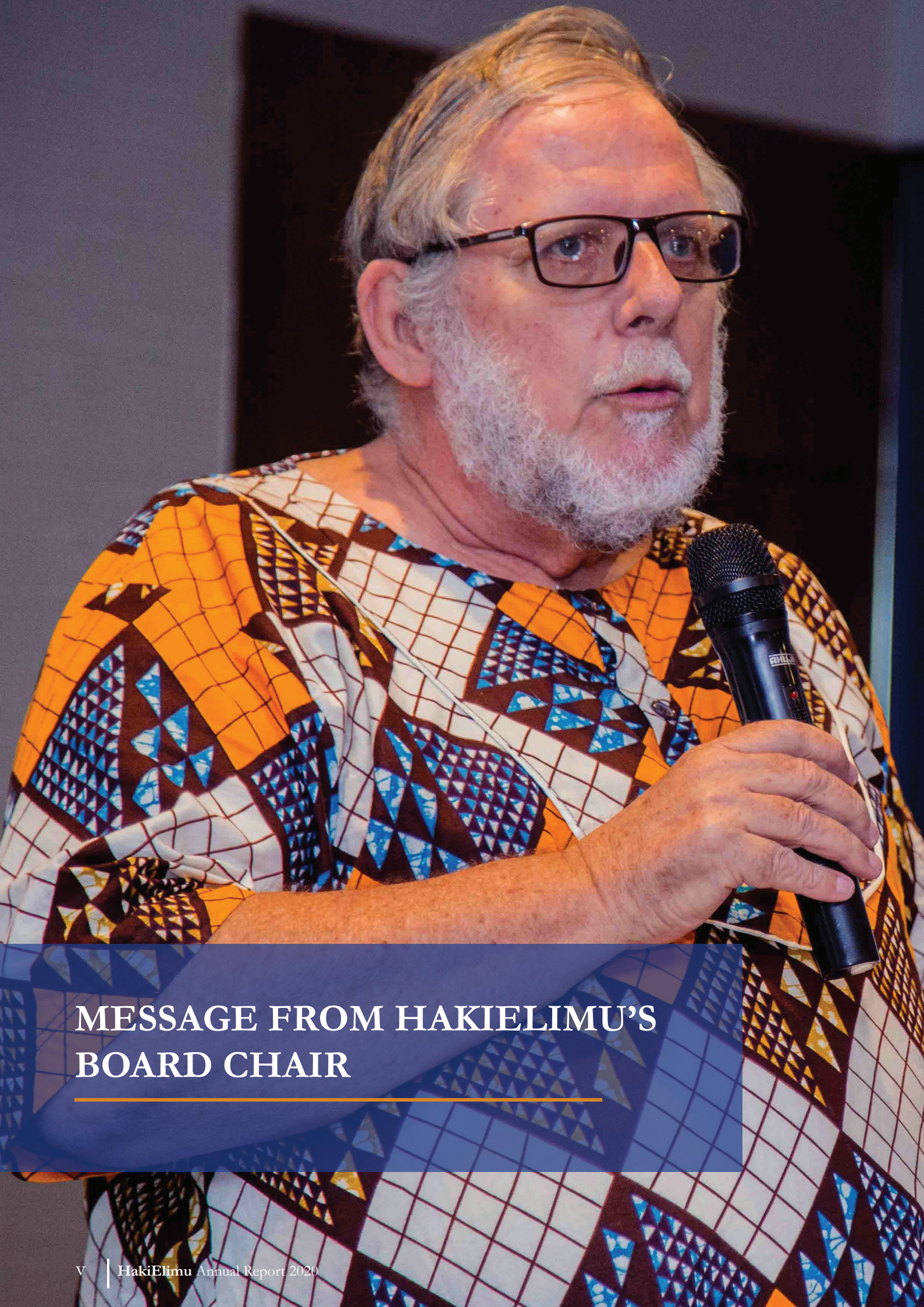
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ABBREVIATIONS AND ACRONYMS

AEE	African Evangelistic Enterprise
AGM	Annual General Meeting
AIAL	All In, All Learning
BEST	Basic Education Statistics
CBS - PEWOSA	Central Broadcasting Services Project to empower women through savings and loan associations
CEFORD	Community Empowerment for Rural Development
CIVs	Community Information Volunteers
CSOs	Civil Society Organisations
DEDs	District Executive Directors
DEOs	District Education Officers
DP	Development Partner
EBC	Evidence-Based Communication
ECD	Early Childhood Development
ETP	Education and Training Policy
GAC	Global Affairs Canada
GLOBAL - AIM	The Alliance in Motion Global
GRTI	Girls Retention and Transition Initiative
HDIF	Human Development Innovation Fund
HTPV	Holly Trinity Peace Village
IBP	International Budget Partnership

ICT	Information and Communication Technology
KAPDA	Kaabong Peace and Development Agency (KAPDA)
LGAs	Local Government Authorities
MEAL	Monitoring, Evaluation, Accountability and Learning
MPDI	Monduli Pastoralist Development Initiative
MPs	Members of Parliament
NECTA	The National Examinations Council of Tanzania
NGO	Non-Governmental Organisation
NSIE	National Strategy for Inclusive Education
OCODE	Organization for Community Development
PETS	Public Expenditure and Tracking Survey
PO-RALG	President's Office Regional Administrative and Local Government
PQTR	Pupil Qualified Teachers Ratio
PTR	Pupil-Teacher Ratio
RELI	Regional Education Learning Initiative
SAADO	Smile Again Africa Development Organization
SEMA	Sustainable Environment Management Action
SEQUP	Tanzania Secondary Education Quality Improvement Program
TCRA	Tanzania Communication Regulatory Authority
TIE	Tanzania Institute of Education
TV	Television
VAC	Violence Against Children
WAV	Women Aid Vision (WAV)



MESSAGE FROM HAKIELIMU'S BOARD CHAIR

Dear Friends,

This year, HakiElimu is celebrating 20 years of its commitment and desire to contribute towards making Tanzania an *Open, just, and democratic society with quality education for all.* In the past two decades, we have continued to generate evidence through research and policy analysis to engage and advocate for change in education in its broadest sense. Schooling is the largest component of education for most of us but it is not the only one. Informal and non-formal education are also important but have been largely neglected to the extent that many people feel that their education has ended once their formal education ends. That is why the focus of HakiElimu is to promote an approach of education that respects human rights and those of the whole community where all people belong, including the right of the citizens to participate in making decisions for the education they need, for their children but also for themselves. In this era of social media saturation and unfiltered voices, the need for the critical thinking promoted by education is needed now more that ever.

For 20 years now, HakiElimu has also stressed that real transformation in education must be driven by citizens at every level, from the community to the national We have used the Friends of Education movement to empower citizens to transform education, raise their voices, especially from the poorer segments of society, so they can assume ownership of their development. Our experience of engaging with the community has shown that citizens are ready to create a difference in education and society by challenging all conditions and practices that produce inequality, injustice discrimination, and lack of dignity.

Thirdly HakiElimu has emphasised that education means education for all. People, especially children, should not be marginalised for reasons of disability, hardship or other social factors. This requires not only measures to address the immediate challenges faced by different groups but to identify and address the structural factors that deprive many of education. HakiElimu's emphasis on research is one aspect of this emphasis.

In celebrating 20 years of significant progress and challenges, HakiElimu remains focused and adaptive in setting education agenda for equitable quality education for all. Grounded on researches, policy analysis, community engagement, and advocacy, HakiElimu has managed to impact the policies and practices of the government and other stakeholders in education in many ways. The Government has made large strides towards increasing inclusion in education and promoting change towards a more relevant education. However, Tanzania is still facing several challenges in education hence the ongoing intense debate on the quality of education, across all sectors of society but highlighted by the call by the late 3rd President of Tanzania, Benjamin Willian Mkapa in 2018 for an in-depth national dialogue in education practice and now by the decision of the Government to review and revise the current education policy.

It is fortuitous that this call for inputs into a new education policy coincides with HakiElimu's reflections on 20 years of work in the education sector. This report is a concrete contribution of HakiElimu to the ongoing debate on what is the best and more relevant education system for Tanzania in a rapidly changing world where the assumptions of yesterday threaten to adorn the dustbins of history. It addresses education holistically in all its aspects to ensure all enjoy their right to education. It provides concrete analysis of the current policy and recommendations for the new one. In this way it also encourages all other stakeholders, which include us all as we are all impacted by education, to provide inputs. One criticism of the previous policy was that it was not participatory enough in its formulation, hence some of its weaknesses. We hope that our contribution will be matched by many many other contributions leading to the paradigm shift which this report highlights as a condition to achieve inclusion, equity, and quality education.

Richard Mabala



A STATEMENT FROM EXECUTIVE DIRECTOR

Dear Partners, Colleagues and Friends

Once again we would like to invite you to join us in celebrating our joint achievements. We started the year 2020, the fourth year of our Strategic Plan 2017 – 2021, with the momentum around our agenda for change, and excited by shaping our ambitions. The most exciting thing among many was the decision of the government to review the ETP 2014, which was announced during the 2019 Annual Joint Education Sector Review meeting (JESR). We saw this as one of the significant achievements of our 20 years campaign to improve the quality of education in Tanzania through several measures, including having a sound Policy that will guarantee equitable access to all with a major focus on inclusivity and relevant curriculum. We also saw this as an opportunity for us to contribute to the systemic change we want

The year 2020 has not been easy for all of us as the world went through an unprecedented challenge related to COVID 19 pandemic. We have seen over 1.5 billion children in the world who were locked at home to control the spread of COVID-19 in the past year. It is estimated that about 9.7 million children may never return to school post-COVID-19 adding to 258.4 million children, adolescents, and youths out of school in 2018, representing one-sixth of the global population of this age group. In Sub Saharan Africa alone, out of school children rates for boys and girls is about 18.8 %, with girls dominating (UNESCO Institute of Statistics Database 2019/ ED/FS/ 56). Globally, across 148 countries school, completion rates have reached 84% in 2018, up from 70% in 2000.

Despite this, HakiElimu has been able to execute a number of activities aiming to address 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. We have also been able to support the implementation of activities aiming to reduce the impact of COVID 19 during the school closure and cub the spread of the pandemic. We were able to carry out a comprehensive analysis of the ETP 2014 and the education sector in general which resulted in the production of the '**Education We Want**' report to be launched in the first quarter of the year 2021. HakiElimu recognises that an appropriate national education policy is an important tool to achieve the intentions set out in Agenda 2063 and Sustainable Development Goals (SDGs), and the Continental Education Strategy for Africa (CESA).

HakiElimu acknowledges and commends the efforts put by the Tanzania government in the education sector. We have continued to witness the positive impact of feefree education on gross and net enrolment, which has reached over 90 % and 87 %, respectively. More than 70% of primary school leavers transition to secondary school. The Gender Parity Index (GPI) in net enrolment of primary school -aged children is 1.03, and the GPI for gross enrolment is 1.01. Despite these achievements, there is still an increasing demand for serious reflection on the quality of education which cannot be ignored. As we finalise the implementation of ESDP (2016/17 – 2020/21) and embark on the development of the next five years of ESDP, we need to address the rising discontent with the overall performance of formal education at all levels.

Finally, we applaud the HakiElimu team, who worked tirelessly toward all that we achieved in 2020. Special thanks go to the Board of Directors and Founding Members whose vision and leadership has inspired what this ambitious and dynamic organisation has become and achieved for the past 20 years. Our sincere gratitude goes to our development partners GAC, Sida, FCDO (through HDIF and KPMG), WPF, and Comic Relief for their generous financial support to HakiElimu. Our gratitude also goes to the government particularly MoEST, PORALG and MoHCDGEC, for the collaboration and support of our operations. 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 their support, we would not have realised the achievements reported herein. Looking ahead, we are excited about 2021, a year that also marks HakiElimu twentieth anniversary. We look forward to making progress on our ambitious agenda for systems change to overcome education challenges, including the learning crisis, which is a global problem.

Dr. John Kalage
Executive Director



1. EXECUTIVE SUMMARY

In 2020, the education sector went through both, moments of serious challenges that affected schooling and learning and of lessons that are worth holding on to as we envision quality and equality learning across schooling levels in Tanzania.

Like the rest of the World, Tanzania was hit and affected by the spread of the contagious global virus pandemic COVID -19. In an attempt to contain the spread of this pandemic, the Government temporarily closed all educational institutions including schools for about four months. The school closures prevented over 12.2 million students at the primary and secondary level from attending classes, including those who were about to sit for their final Form Six national examinations.

HakiElimu continued to work to address the challenges posed by COVID-19 together with other systemic education challenges. HakiElimu's strategic priorities include; the prevention of violence against children in school; the promotion of girls' retention and transition to higher levels of learning; and the full inclusion and learning of children living with disabilities.

The 2020 annual report summarises the key achievements and challenges against the strategy's programmatic and organizational outcomes. Despite an account of progress made in 2020, the implementation of various activities in the period under review, especially activities to be implemented directly at the school and community level were significantly affected by COVID-19 and the resulting school closures and restriction around community gatherings resulted from the 2020 general elections.

Activities and results achieved in 2020

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

Advocating for an Education and Training Policy (ETP) that promotes inclusive learning

Following government acceptance and commitment to review the ETP 2014, HakiElimu has been proactive in the process by conducting a comprehensive analysis of the ETP 2014. HakiElimu has prepared the analysis report-'**The Education We Want'** showing key gaps and HakiElimu recommendations on how to improve inclusion and quality learning in the new education policy. The report will be launched in early 2021.

Response to COVID-19 pandemic on Education

In response to the COVID-19 pandemic effects in education, HakiElimu supported 23 journalists from 22 media outlets to conduct a major media survey covering 22 programme districts. The survey documented and highlighted the impact of the COVID-19 pandemic on equitable and effective learning. A total of 110 stories have been documented and published in the media with an estimated reach of 15 million people. Among the notable examples exposed by the press was the Inability or failure of schools to implement social distancing on reopening due to oversized classrooms and lack of resources in Mkuranga district where children were learning outside without desks. This prompted the government to act and as a result, the school was provided with desks.

On another hand, HakiElimu conducted a dialogue on the 'Child-Friendly Justice System in Africa and how the COVID-19 Pandemic has affected the Learning Experience in Tanzania'. Key recommendations from the dialogues were to ensure the new ETP addresses education in emergency settings and education resilience and teacher's Curriculum and syllabus prepares them to effectively use technology in teaching.

Identifying policy gaps and generating an evidence base

In this year, HakiElimu has published two research reports to develop evidence on early childhood education; the Assessment of the Learning and Teaching Environment for Pre-Primary Education in Tanzania; and The Integration of Child Protection into Early Childhood Development: Experiences of the Pastoralists Communities in Morogoro. The recommendations from these reports will inform government advocacy around ECE. HakiElimu will advise the government to develop an Early Childhood Development (ECD) Manual, action plan, and a synthesized integrated ECD policy, taking in to account the above recommendations

Improving pre-primary learning

In this period under review, HakiElimu has completed the training of 40 teachers, (5 Males and 35 females) from public schools in Kilosa, Mpwapwa, and Iramba. The teachers were trained on children observation, play and learning, creativity and innovation, collaborative learning and motor skills, literacy and language and how-to teach in inclusive classrooms. These courses have equipped teachers with knowledge and skills to deliver child-centred inclusive teaching which promotes effective learning in pre-primary school.

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

Preventing and responding to violence against children in and around school the school setting

HakiElimu through the Evidence-Based (EBC) project designed key messages and run a media campaign targeting Bodaboda (motorbike taxi) drivers aiming at shifting their attitudes towards school girls and stop using their transport services to lure school girls into sexual relationships. Apart from the media campaign,

HakiElimu in partnership with Police Gender Desks trained 87 drivers on preventing violence against girls en route to school. Apart from interventions targeting bodaboda, HakiElimu produced a short film that portrays the plight of sexual violence on girl's education. The field was screened during night events targeting parents.

Media Campaigns to Promote Child Protection and Learning at Home during COVID-19 school closures

Following school closure as a result of the COVID -19 pandemic, HakiElimu designed a communication campaign to raise awareness on COVID-19 preventive measures and counter misinformation; to promote child protection in home settings; to promote parents' participation in their child's learning at home and promote the use on online and media platforms for learning. HakiElimu produced and aired two TV spots and two Radio spots aired for a total of 325 minutes for 60 days reaching an estimated 9.5 million citizens (75% male and 25% female).

Improving the learning environment for pre-primary pupils

In the period under review, HakiElimu has mobilized 10 communities to construct 7 pre-primary classrooms and 3 pit latrines benefiting 1,110 pre-primary pupils.

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

Raising awareness and promoting action from the government to address education sector budget gaps

HakiElimu's latest pre-budget statement advised the Government to respond to the impact of COVID-19 in education budget planning to strengthen the resilience of education systems to ensure all children, including those who are marginalized because of poverty or level or ability can continue learning, even in times of crisis.

Capacity building on advocacy and policy influencing

In the period under review, HakiElimu conducted organizational capacity assessments on advocacy and policy influencing for 11 partners,

Tanzania

- Community Development OCODE – Organization for Community Development
- SEMA
- Monduli Pastoralist Development Initiative

Uganda

- African Enterprise International
- CEFORD – Empowering Generations
- KAPDA – 'Belong to one another'
- Alliance in Motion Global

South Sudan

- CBS Pewosa Cooperative
- The Holy Trinity Peace Village South Sudan – Father, Son, Holy Spirit
- SAADO – Youth Against Poverty
- Women Aid Vision WAV – Building a Gender Balanced Society

The capacity assessment was used to develop a tailor-made training and mentorship for partners on advocacy and policy influencing as a method to improve transparency and accountability in the education sector in Tanzania, Uganda, and South Sudan.

Open Budget Survey

The 2019 OBS report shows that the Tanzanian government is failing to provide sufficient information and material to support informed public debate on government budgets. As a result, Tanzania's transparency score has plummeted from 46 out of 100 in 2015 to 17 out of 100 in 2019. However, efforts to advocate for improved transparency have seen a slight increase in transparency with 4 of the 8 budget documents published in 2019, compared to 3 of 8 in 2017

Outcome 4: Organisation capacity for effective programme implementation strengthened

Monitoring, Evaluation, Accountability and Learning (MEAL)

HakiElimu conducted a Mid Term Review of the 2017-2021 Strategic Plan. The report shows that HakiElimu is making progress in achieving the intended outcomes under the strategy. The full report will be available in early 2021 and will inform the development of HakiElimu's next strategic plan, which is due to start in 2022.

Effective Leadership, Governance, and Quality Assurance

Board meeting and Annual General Meeting (AGM)

HakiElimu conducted two statutory Board meetings, the first one in March 2020 and the second in September, as well as one AGM in April 2020. The purpose of the meetings was to review and approve HakiElimu's annual and semi-annual reports, plans, budgets and discuss the development of HakiElimu's New Strategic Plan 2022 – 2026.

Development Partners (DP) Meeting

In the period under review, HakiElimu conducted two DPs meeting to review programmatic and financial progress for and discuss and HakiElimu's plans and priorities for the coming period of implantation

Financial Performance and Administration

Donor Income: The income received for the year 2020 was TZS 8,621,539,732 which is higher than the income received in the year 2019 of TZS 6,410,243,234

Financial Management: HakiElimu received a clean audit report in the FY 2020.

Systems and policies: In 2020, two policies, the Administration Policy and the Procurement Policy were reviewed and changes were approved by the Board.

Human Resources Management

HakiElimu has recruited Five new employees effectively in 2020 and separated with two staff, one due to retirement and the second one resigned in pursue of new career opportunities.

Challenges and lessons learned

The main challenge noted was the delay in funding in the first quarter, COVID-19, and the 2020 general election which caused challenges to the implementation of activities. Another key challenge was a budget cut from one of the donors due to the impact of COVID-19.

In this year, we learned that the use of technology can increase meeting participation at a minimal cost. On another hand, we learned that collaboration and mobilization is required to build resilience in the education sector to allow continued learning during challenging times. We also learned through Evidence-Based Communication project that pre-testing of messages and communication is key for a successful communication campaign while repeat exposure to messages improves recall and action.



2. BASIC EDUCATION LANDSCAPE 2020

In 2020, the education sector went through both, moments of serious challenges that affected schooling and learning and of lessons that are worth of holding on to as we envision quality and equality learning across schooling levels in Tanzania.

Like the rest of the World, Tanzania was hit and affected by the spread of the contagious global virus pandemic COVID-19. In an attempt to contain the spread of this pandemic, the Government temporarily closed all educational institutions including schools for about four months. The school closures prevented over 12.2 million students at the primary and secondary level from attending classes, including those who were about to sit for their final Form Six national examinations. Children and teachers stayed at home to self-isolate and limit interactions, while lessons and syllabuses were put on hold. COVID-19 has not only impacted access to learning, but livelihoods, many people have faced economic struggles, sectors such as tourism have seen a steep decline, and teachers in private schools lost their jobs following the school closures. The combination of school closures and loss of livelihoods as a result of COVID-19 has also put children, and especially girls at risk of violence and abuse. Children were home alone while parents went to work or to attend to their farms, or children were expected to work in family businesses often unsupervised. At the same time, men were aggravated by the loss of income. Initial observations and investigative journalism suggest that the combination of these two factors has led to increased occurrence of sexual abuse as well as girls' increased need to pursue transactional sex or early marriage as a method to support their income to meet basic needs. During the lockdown, children may have also found it difficult to access health care including SRHR services such as protection against unplanned pregnancy, post abuse care and reporting.

School closures have also amplified other existing challenges in the education sector, such as low learning outcomes. According to the BEST 2018 and the NECTA 2020, Pass rate in lower and secondary has increased

progressively from 78% in 2018 to 81.5% in 2019 for Primary Education and from 79% to 80.6% for lower secondary education; assessment reports including the UWEZO report of 2019, using data collected in 2017 indicates that rate of literacy and numeracy of children age 9-13 is still at 45% while those of standard 3 to 7 in urban have at least reached literacy and numeracy rate of 70% as compared to 60% of their peers in rural areas.

In the struggle to mitigate the learning challenge during COVID-19, ideas on alternative and distance learning flocked in. Proponents of alternative learning (as opposed to physical classroom attendance), drew experience from countries that had turned to distance learning as a means to mitigate lost learning time in schools. Countries like China, Italy, France, Germany, and Saudi Arabia that had gone fully into online learning, Vietnam and Mongolia had resorted to interactive radio instructions and broadcasts, television programs, mobile phones that render access to educational apps, and other online learning platforms that have proven to be effective even in African countries such as Sierra Leone during the 'Ebola' spread case.

Alternative learning suggestions were embraced by Tanzania's Government and backed up by other actors. Organizations such as Shule Direct and Ubongo Kids, for example, developed education content, which was approved by the Government through the Tanzanian Institute of Education (TIE) and distributed through TV, Radio, SMS, and apps. The technology was designed to enable students at home to interact with their teachers from a distance using either recoded programs or live stream interactions. Mobile applications offered instant communication with teachers, resources, or learning centres. However, in the dissemination of such alternative modes of learning discrimination was evident as many young people, particularly those marginalized by poverty, rural locations, and disability, for example, were unable to access or use such technology. According to the Household Budget Survey (HBS) 2017-2018 for instance, the percentage of households owning a radio, Television set, and a mobile phone was only 43%, 24%, and 78% respectively. Similarly, according to the Tanzania Communication and Regulatory Authority (TCRA) report of December 2019, internet users are only 46% of the available market.

Unfortunately, COVID-19 came in the middle of an already existing ICT crisis in Tanzania's schools. Despite the emphasis of ICT, outlined by the Education and Training Policy 2014, to enhancing learning and teaching, progress has been very limited. For instance, the number of pre-primary schools/streams without access to electricity is 10,346. This represents 59.1% of all pre-primary schools in the country. Concerning primary schools, out of 17,562 schools, only 7,322 primary schools (41.7%) have been connected to at least one source of electric power, while 10,240 (58.3%) are not connected to any sources of electric power. Similarly, there are only 14,793 digital books to serve 17,533 primary schools. Moreover, according to (BEST 2018), there are only 7,237 laptops, 8,430 tablets, and 1,467 projectors to serve over 10 million primary students in schools.

Equally, the allocation of the education sector development budget to technology and alternative learning approaches has been inadequate for years. The President's Office – Regional and Local Government (PO-RALG) for instance has been allocating less than 10% of its entire basic education budget to development expenditure. For example, in the financial year 2018/19, while Tsh. 3,226 billion was allocated for basic education expenditure, only Tsh. 202 billion, 6% of the budget was allocated for development expenditures. This amount is not sufficient to address the shortage of 82,200 public primary school classrooms (BEST 2018), let alone contribute to ICT development.

Public primary schools face enormous shortages of classrooms and teaching staff, which impact student to teacher ratios and thus the quality of teaching and learning. According to PO-RALG, increased school enrolment and transition to higher levels since 2014 has triggered increased classroom shortages. In 2018 for instance, a total of 133,747 students equivalent to 18.24% of those who passed standard seven exams could not join secondary education due to classroom shortage. In 2019 and 2020 the number of students who passed standard seven exams, but could not join form one due to classroom shortage were 21,808 and 59,765 respectively.At the pre-primary and primary level, the bigger challenge is teacher shortages. At the pre-primary level, the situation is particularly dire, the Pupil Qualified Teachers Ratio (PQTR) for 2018 was

1:114, against the advised ratio of 1:25. Currently, there are only 9,127 qualified teachers for pre-primary education, with a shortage of 44,273 teachers based on the advised ratio of 1:25. (The shortage is almost 44,273). At the primary level, the Pupil-Teacher Ratio (PTR) in 2018 was reported to be 1:54. However, some regions had particularly big shortages of teachers, including Katavi with a PTR of 1:75. If we use the ratio of 1 classroom per 40 students then the primary teacher deficit is around 65,000

Schools reopened in Tanzania after only three months and although measures were taken to protect children from COVID-19, which included social distancing, masks, and handwashing stations, these measures were difficult to implement in an under-resourced school settings where access to water is a challenge and class sizes are large. Some children were studying outside without desks. HakiElimu engaged government to address the learning gap left from the school closures and action was taken by the government to ensure students with exams were given extra time to compensate for the loss of schooling time and allow them to prepare for the exams. The academic calendar was also rescheduled so schools remained open for additional days later in the year when they were due to be on holidays, for example, the added additional weeks of schooling in September and December 2020 and schools started back early in January 2021, which means the total number of annual school days remained the same. However, upon schools reopening several challenges have been apparent:

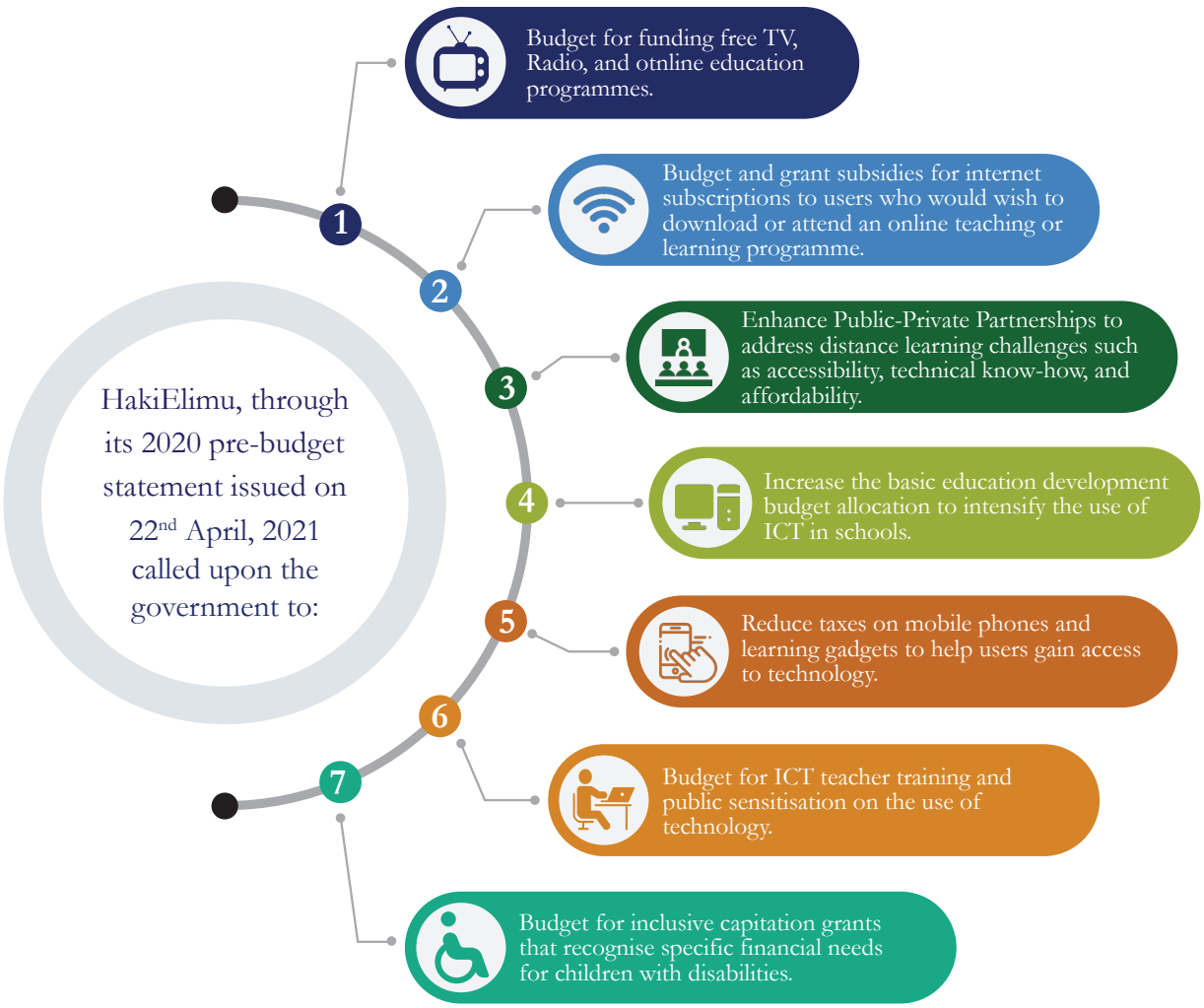
- Children have returned to school not only needing to catch up on missed classes for the three-month closures but have experience setbacks in learning and language skills that require them to start from the beginning .

- Mental health and behavioural impact – many children are distressed following the closures, have gotten out of their routines, and have picked up negative behaviours due to lack of care and supervision while schools were closed.

- While official data was hard to come by, there were increased reports of early pregnancy and child marriage while schools were closed, which has impacted girls' ability to re-enter school. Some schools have also been reported for implementing forced pregnancy testing as schools reopened to deny girls entry if found to be pregnant.

- The early school to work transition during the closures have also impacted the number of boys and girls returning to school.

While normal day-to-day activities, including the provision of education has resumed, the long-term impact of COVID-19 and the resulting losses to education are yet to be fully evaluated or understood. However, efforts to limit the impact of COVID-19 on education and learning have provided lessons, which can help inform decisions to strengthen resilience in the education sector and mitigate challenges of teacher and classroom shortages. With technology, distance learning could be offered to children who could not attend schools due to class shortages, distance, or inability to access school during the raining or harvesting season for example. However, investment in education technology is essential for these lessons to be realised.



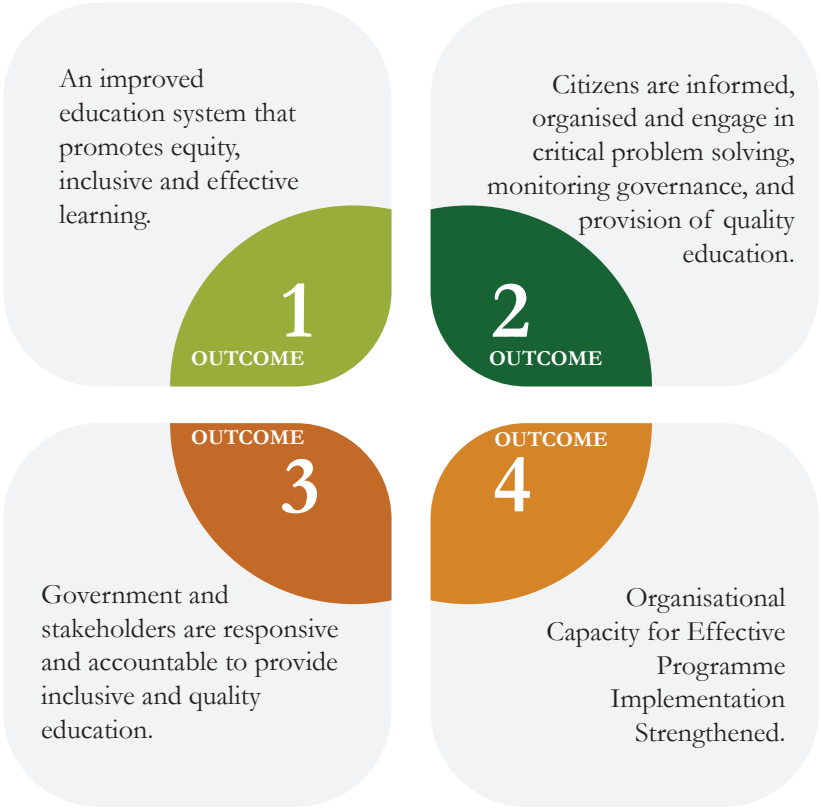


3. INTRODUCTION

HakiElimu continues to implement its 2017-2021 strategic plan, which thrives for an open, just, and democratic Tanzania, where all people enjoy the right to an education that promotes equity, creativity, and critical thinking. Through this strategy, HakiElimu aims to address the challenges in the education system including violence against children in schools, lack of inclusion, particularly for children with special needs and those with disabilities, as well as poor retention, transition, and access to education for girl

HakiElimu started the year with a significant funding gap which affected the implementation of activities at the beginning of the year. After securing renewed commitments from Sida, GAC, Comic Relief, and a private donor, by end of March 2020, the implementation of various activities in the work plan especially activities to be implemented directly at the school and community levels were significantly affected by COVID-19 and general election later in the year.

Despite these challenges, HakiElimu has been able to account for significant progress in 2020 against both the original annual work plan as well as the COVID-19 comprehensive response plan, which was developed in quick response to the pandemic and the clear impact it would have on education and child protection during school closures. The 2020 annual report summarises the key achievements and challenges against the below strategy's programmatic and organisational outcomes:



The achievements presented are made possible with support from HakiElimu's valued donors and partners. These mutual partnerships for education and democracy have delivered groundbreaking results, positioning and raising the profile of HakiElimu and its partners as national leaders in education, policy analysis, and advocacy. HakiElimu extends special thanks and appreciation to all of the donors and partners that contributed to this work in 2020, including the Swedish International Development Corporation Agency (Sida), Global Affairs Canada (GAC), Comic Relief, UKAid through the Human Development Innovation Fund (HDIF) and KPMG Accountability in Tanzania II (AcT II) and some private donors.



4. HAKIELIMU IMPLEMENTATION APPROACH

Evidence-Based Advocacy

Research and policy analysis: HakiElimu conducts research and policy analysis to generate evidence to inform advocacy campaign priorities and messages. This includes in-depth policy reviews and publication of working and position papers, key education statistics, and fact sheets that show areas of strength and improvements of the education system in Tanzania.

Testing innovations/what works: To generate evidence on what works in improving the quality of education in Tanzania, HakiElimu is working with 127 public schools (65 primary and 62 secondary) across 22 district councils in Tanzania Mainland. Across all programme schools, HakiElimu is testing various innovative approaches to improving the quality of education, addressing violence against children in schools, and engaging communities to act in addressing education challenges in their areas. Under this strategic plan, HakiElimu is piloting the Girls Retention and Transition Initiative (GRTI), Mwanzo Mzuri project (a good start) in the area of Early childhood education, Je Tuko Pamoja (Are we together?) in the area of inclusion and the Good School toolkit and The Evidence-Based Communication for behavior change project, both of which tackle the challenge of violence against children in the school setting.

Community Engagement Approach

Friends of Education Movement: HakiElimu has established a voluntary movement of over 43,000 registered individuals and networks throughout Tanzania to transform education by raising awareness, encouraging public debate, monitoring policy implementation, and engaging in advocacy with local leadership. HakiElimu is building the capacity of Friends of Education (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 education, knowledge, and information on gender and P-VAC. Through the dialogues and debates, we aim to inspire behavior and attitude change and promote locally let solutions to education challenges.

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

Partnership and Collaboration

HakiElimu is joining forces with other CSOs and education partners, especially through TEN/MET and the Policy Forum, to push forward the education agenda. At a regional level, HakiElimu is a member of the Regional Education Learning Initiative (RELI), the partnership for ending violence against children in school and the All In, All Learning Network. 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.

Strategic Engagement with Executives and Oversight Bodies

HakiElimu engages Members of Parliament (MPs) during the 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 engages with government at the local and central level to share innovations, research findings, and solutions to education challenges. We collaborate with other CSOs and Development Partners in the Education Sector Development Committee.

Media Engagement

HakiElimu engages media to promote education with TV and radio spots, social media, video documentaries, press conferences, media surveys. We facilitate Friends of Education to take part in radio interviews and talk shows that aim at promoting education. HakiElimu uses media to increase public awareness on education challenges in Tanzania, instigate public debates, and call citizens and government to take action towards improvement of the education quality.



5. MAJOR ACHIEVEMENTS SO FAR UNDER THE STRATEGIC PLAN 2017-2021

Outcome 1. An improved education system that promotes equity, inclusive and quality learning

HakiElimu's evidence-based advocacy engagement, campaigns, and partnerships have contributed to the following achievements:

The Government has agreed to review the Education and Training Policy 2014

HakiElimu has advocated for a revision of the ETP 2014 since 2015, following a review of the policy and the publication of a position paper highlighting the gaps, particularly in terms of inclusion for girls and children living with disabilities. In 2017, HakiElimu completed an assessment on the impact of the ETP and its strategy for 'fee free' education, which identified further gaps in the ETP, for example, the focus on enrolment without sufficient plans to strengthen the education system to accommodate additional learners, has had a significant impact on the learning and teaching environment and student learning outcomes. As a result of these publications as well as dialogue with the government through multiple platforms, in the 2019 Annual Joint Education Sector Review meeting , the government announced the plan to review the ETP 2014. To complement the ETP 2014 revision process, HakiElimu has prepared a paper titled *The Education We Want* which will be published in early 2021 and submitted to the ETP review committee for consideration in the revised ETP 2014.

Strengthened implementation of the National Strategy for Inclusive Education (NSIE)

HakiElimu collaborated with PO-RALG in 2019 to coordinate a stakeholders meeting which resulted in the development of the implementation plan for the NSIE. HakiElimu's contributions to the plan included; strengthened research and disaggregated data at school level on inclusive education to build evidence, improve the physical environment of schools to be inclusive to all, sensitisation of communities to support inclusive education, and improved quality and availability of inclusive learning materials such as large font books, braille books, and sign language dictionaries for children with special needs. HakiElimu has also collaborated with MoEST to prepare a simplified version of the NSIE to ensure that stakeholders at the implementation level understand the key strategic goals, interventions, and participation framework to enable effective implementation of the plan. HakiElimu is also a member of the National Technical Working group leading the design of the new NSIE.

The enactment of the Teachers Professional Board Act and restoring teacher's dignity

Since 2017, HakiElimu has been advocating to restore teachers' dignity as a way to improve motivation and thus the quality of teaching and learning. After publishing a research report on Factors for Teachers Motivation and Satisfaction, HakiElimu ran a media campaign and engaged government and parliamentary committees on recommendations to improve teacher's motivation. As a result, in 2018, with inputs from HakiElimu, the government enacted the Teachers Professional Board Act to deal with the registration of teachers, regulation of standards, and professional conduct. The establishment of the Teachers Professional Board has been a promising step to promote the development of the teaching profession.

HakiElimu, through pre-budget statement and engagement with Members of the Parliament, has also advocated for the employment and deployment of qualified primary teachers to address the shortage of teachers. Since 2018, the Deputy Minister PO-RALG made a commitment to recruit 63,542 more teachers, however, by the end of 2020 only 12,549 new teachers were deployed (8,000 employed in 2020 and 4,549 in 2019) and the gap remains at 50,993 teachers for pre-primary and primary levels. HakiElimu will continue to hold the government accountable to fill the qualified teachers gap.

HakiElimu's advocacy has also resulted in a commitment by the government to budget TZS 61 billion to pay teachers' statutory benefit debt. However, HakiElimu's analysis of the budget books indicated that this amount was not allocated in the budget. HakiElimu will continue to monitor the implementation of the commitment in the 2020/2021 education budget.

Government agreement to revise the capitation grant calculation

Capitation grants are currently insufficient and inequitable, failing to account for the increased needs of vulnerable or marginalised groups. Based on evidence from research and analysis including the 2017 research on the fee-free education policy, which highlighted the challenge of the inadequacy of capitation grants, HakiElimu has been advocating for the revision of capitation grants. While the government has agreed to revise the capitation grant computation formular, HakiElimu will continue to advocate for the implementation of the new computation formular whose implementation has been delayed and track the disbursement to ensure it takes into account the needs of all marginalised and vulnerable groups.

Government commitment to separate higher education loans from the basic education budget

The education investment has been skewed because it includes the Higher Education Sector Loans Board (HESLB) budget within the basic education sector budget. As a result of HakiElimu's advocacy through pre-and post-budget statements; the Minister of Finance and Planning has directed the HESLB to start the process of separating the budget. HakiElimu will follow up to ensure that the government fulfills this commitment, which will help to mitigate the current infrastructure challenges in the education system.

Improved provision of inclusive education

HakiElimu's advocacy campaign 'Je, Tuko Pamoja' (Are We Together) reached approximately 21 million people through TV and radio spots, social media, and publications. The campaign has resulted in 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 campaign was the lack of provision of assistive devices such as Braille books in inclusive schools. As a direct result of the campaign, the government has now distributed 38,004 books (22,204 with enlarged text and15,800 Braille) for those with special learning needs. Another issue advocated for is the strengthening of teachers' training to support their work in inclusive schools. The government has begun to make some progress in this area and has recently trained 269 teachers from 23 inclusive schools on sign language. HakiElimu has also been working with a LaunchPad to pilot inclusive teacher training strategies, which support teachers with the skills to be able to understand and teach in inclusive settings and address the diverse learning needs of all students, including those who are living with disabilities. Evidence generated from this project will inform advocacy recommendations related to teacher training in inclusive education.

Increased public awareness and discussion on the barriers to girls' education

Despite obvious challenges to freedom of expression, and the Government's stand on issues such as early pregnancy and school re-entry, HakiElimu has generated evidence through research. In 2019, HakiElimu published a study on the factors affecting girls' retention, transition, and learning to provide an evidence base for advocacy. HakiElimu has been advocating for girls' education including teenage mothers' right to education. The campaign has also rallied public support and enabled citizens to speak out in press interviews and social media to show that they are not content with the general state of girls' education and hold the government to account for eight violations. The organisation was also consulted and participated in the design of World Bank's SEQUIP (secondary education quality improvement project), which is expected to strengthen alternative education pathways for young mothers.

The Government's use of HakiElimu's education statistics

HakiElimu has been researching to promote transparency and accountability and advocating for quality education. In 2020, the Government through the National Audit Office used HakiElimu's study on Teaching Effectiveness in Primary and Secondary Schools in Tanzania (2014), which highlighted Tanzania's weakness in the provision of capacity building to in-service teachers. The report is cited in the National Audit Office Report of the Controller and Auditor General of the United Republic of Tanzania (2020) . This report is evidence that HakiElimu is playing a significant role in generating useful evidence for education policy changes.

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

HakiElimu's Friends of Education have been mobilised at the community level to lead community dialogue, debates and promote school and community action to address education challenges at the local level. As a result, the following achievements have been recorded since the beginning of the strategy:

Increased reporting of VAC cases facilitating return to school

Since 2018 HakiElimu has produced and disseminated accessible messages to citizens on VAC and its impact on child rights and wellbeing, school attendance and learning outcomes, as well as actionable child protection measures. We have facilitated FoE's to share these messages through training, dialogues, and community radio. Friends of Education have also supported several schools to implement Report and Response Boxes (RRB's) for cases of violence to be reported anonymously and nominated key teachers within the school to

take on the role of contact persons for case reporting. As a result of these citizen-led community campaigns, we have observed increased reporting of such cases and action taken by authorities. At least 10 major cases of violence against children, including early marriage and rape have been reported to FoE's and escalated for further action and as a result, these girls have been supported to stay in or return to school.

Improved attendance & dropout rates and learning outcomes

HakiElimu's school level interventions have contributed to improved attendance and reduced dropout of both girls and boys. Pre-primary level interventions, particularly engagement with parents through dialogue on the importance of pre-primary schooling to prepare children for primary classes have led to improved attendance rates of between 52% to 65% across the 10 intervention schools between 2018 and 2019. As a result of interventions under the GRTI, which have strengthened girls' agency and participation and increase parental support for girls' education, girl's attendance rates have increased from 75% in 2018 to an average of 85% in 2019.

Through the Gender and VAC Clubs HakiElimu has been working to identify those students at risk of dropout and implementing measures to support their retention in school. Since 2019 HakiElimu identified 1,764 girls who were at risk and through engagement with parents and school heads were able to prevent 1,490 girls from dropping out of school. These activities have also contributed to improved learning outcomes for girls. In the programme implementation schools, the number of girls who passed form four examination has increased by 1.1% from 67.1% in 2018 to 68.2% in 2019. Some schools have seen remarkable results, for example, Mukulat School in Arusha has seen girls in the list of top 10 performers for the first time, and the number of girls transitioning to advanced secondary school has increased from 6 in 2016, before the intervention, to 19 in 2019 after the intervention (an increase of 217%).

Improved Learning Environments

As a result of community mobilization, since 2017 HakiElimu has supported 24 intervention schools to invest in the construction of classrooms, dormitories, latrines and water boreholes, benefiting 6,982 students (1,902 boys and 5,080 girls). Among HakiElimu's programme schools, 74% have now started school feeding programmes, which have contributed to improved attendance and concentration of all students.

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

Improved budget transparency

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 to engage the Budget Committee and Ministry of Finance to advocate for budget transparency. According to OBS 2019, Tanzania's budget transparency has slightly improved to 4 of 8 budget documents.

Improved transparency and accountability at the local level

HakiElimu has organised training and dialogues with 72 LGA's and 344 school committee members to help them understand their roles and responsibilities in policy and budget implementation and to promote transparency, accountability, and anti-corruption. At the same time, the organization has mobilized citizens in 22 districts through the FoE Network to implement Social Accountability Monitoring (SAM) and Public Expenditure Tracking Surveys (PETS). As a result, several cases of funds misuse have been identified and action taken against perpetrators. For example, in 2019, TZS 496 million (USD 213,885) was recovered through PETS/SAM activities across 440 villages. Of the 440 villages involved in SAM, 249 villages (equivalent to 57%) are now publicly displaying information on income and expenditure through notice boards and public meetings. This is an increase from 52% in 2018.

Strengthening the operating environment for CSO's

The amendment to the 2018, Statistics Act left civil society unable to undertake or publish research or data without long approval processes, which impacted significantly on HakiElimu's ability to implement evidence-based advocacy. HakiElimu with partner CSO's successfully advocated for the removal of some of the stringent restrictions of the Act. More recently all CSO's were required to re-register under the NGO Act, which has stringent rules in place regarding the publication and approval of all donor contracts. Such processes are in place to ensure transparency, but also jeopardise CSO autonomy and threaten de-registration if the activities of NGOs are not supported by the government. HakiElimu will ensure compliance with such legislation but will continue to analyse the impact of the Act on CSO operations and seek collaboration with like-minded organisations to advocate for change of restrictive laws and regulations.

Outcome 4. Organisational Capacity for Effective Programme Implementation Strengthened

Leading the way for CSO Excellence

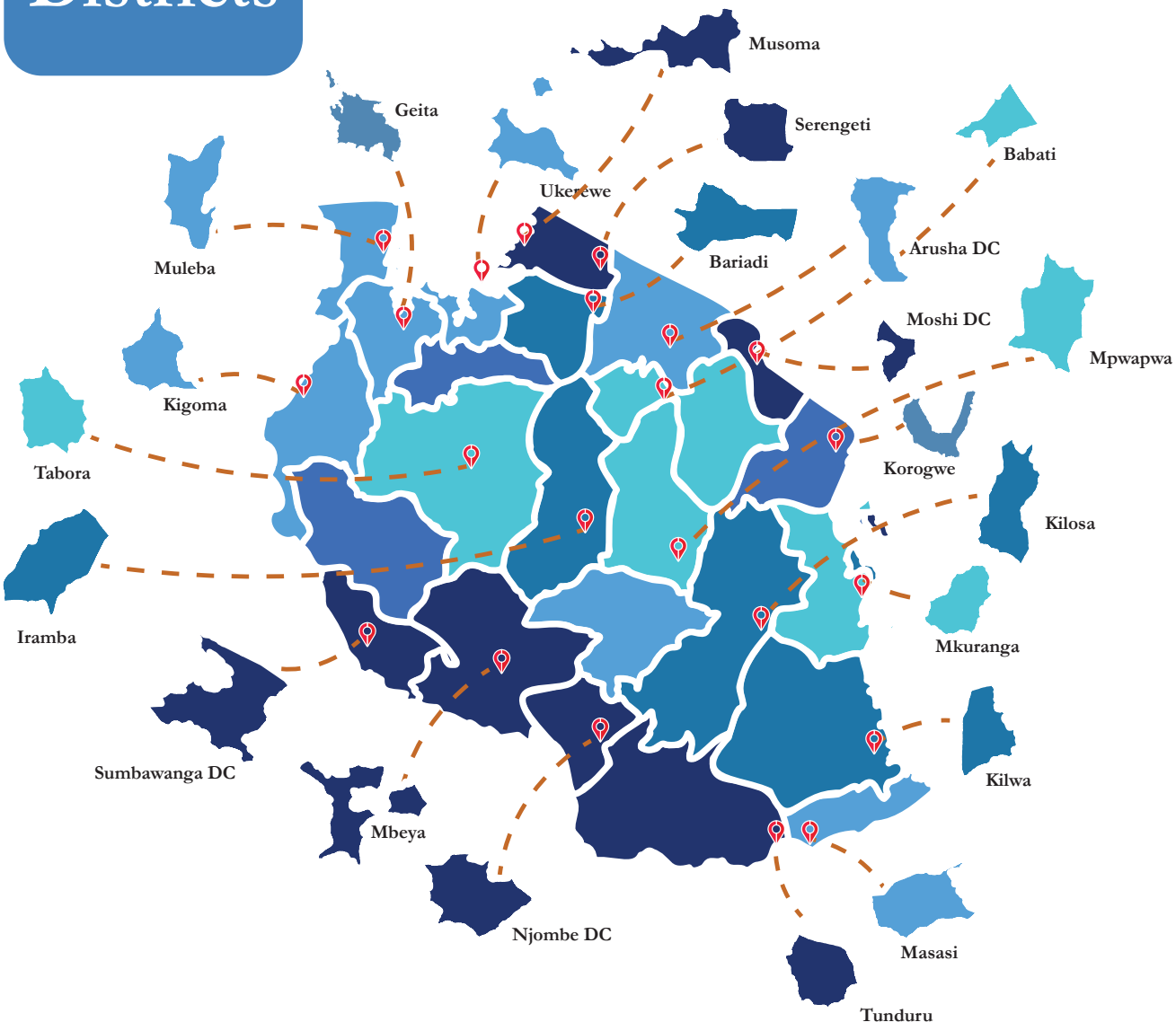
In 2019, HakiElimu emerged the overall winner of the African CSO Excellence Award, and also won in the categories of 'Strategic Ability and Adaptability' and 'Leadership and Governance'. This award is a joint venture between EPIC-Africa and the Rockefeller Foundation. It highlights the importance of organisational capacity to achieve programme impact and improve the well-being of Africa's citizens. HakiElimu plans to leverage its expertise to strive for excellence not just within HakiElimu, but across the CSO sector in Tanzania and beyond. This will be achieved by shared learning and capacity building nationally and regionally and through learning networks, including RELI. HakiElimu is also working with a private foundation to support the capacity strengthening of grassroots CSO's in 4 East African countries.



6. COVERAGE IN 2020

HakiElimu has national coverage through media advocacy campaigns and the Friends of Education spread across **26 regions** in mainland Tanzania and **5 districts** of Zanzibar.

22 Districts



Mobilization



42,331
Friends of Education

Reach

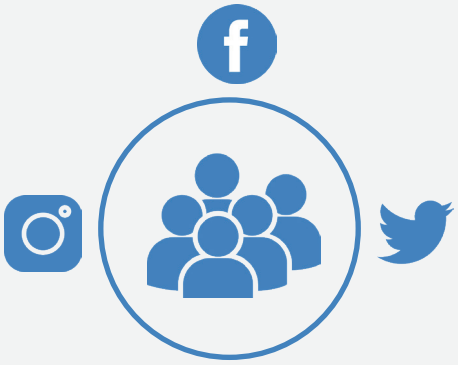
22.7 million
Citizens through media campaigns



94,421
Students



7.3 million
Citizens through social media



Publications



22,654
Publication distributed

Aired



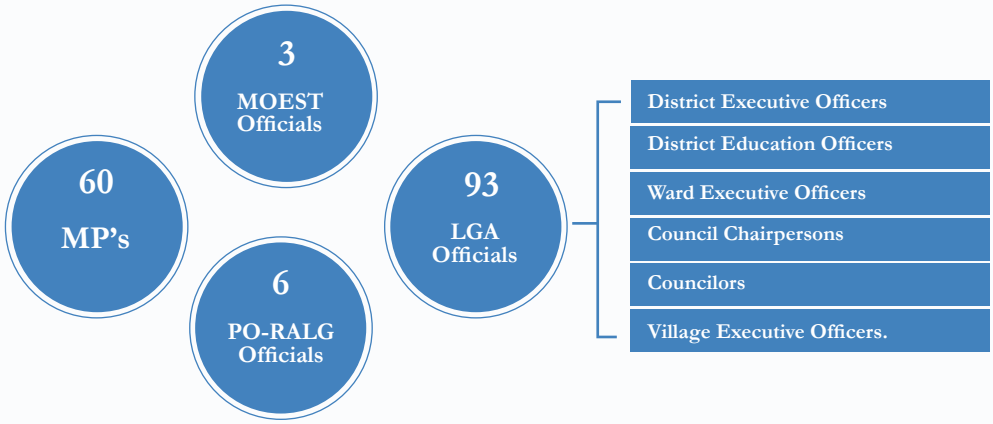
1,105
Minutes of TV and radio

Press



1,131
Press mentions and articles

Engagement





7. ANNUAL 2020 PROGRAMME PERFORMANCE

7.1. Outcome 1: Improved education systems that promote equity, inclusive and effective learning

In 2020, HakiElimu has continued to: promote gender equality in education through the scale-up of GRTI; advocate for improved child protection through national-level dialogue; promote quality learning at all levels, and generate evidence to strengthen early childhood education. This year the organisation has also advocated for continued learning during school closure as a result of the COVID-19 pandemic.

7.1.1. Outcome 1: Activities and results achieved

7.1.1.1. Advocating for an Education and Training Policy (ETP) that promotes inclusive learning

In 2019, the government finally agreed to review the ETP 2014. In this reporting period, HakiElimu has developed a comprehensive analysis of the ETP. The analysis has informed the development of the report, 'The Education We Want', which provides key recommendations to the government. This report will be published in early 2021 and we will work closely with the government to ensure our recommendations for inclusion and quality learning are accommodated. Since the release of the Education and Training Policy (ETP) in 2014, HakiElimu has analysed and monitored the policy gaps through its implementation. In 2017, HakiElimu completed a qualitative and quantitative assessment on the impact of the ETP and its strategy for 'fee-free' education. The assessment identified many gaps, for example, the focus on enrolment without sufficient plans to strengthen the education system to accommodate additional learners. This has had a significant impact on the learning and teaching environment and student learning outcomes. In addition, the ETP fails to outline plans to ensure the full inclusion of girls and children living with disabilities.

7.1.1.2. Media campaign on girls' education

HakiElimu produced and aired one TV[1] and two Radio[2] spots, reaching approximately 22 million people to promote gender equality and the prevention of violence against children. The TV and radio spots specifically targeted parents to take action to protect their daughters on the way to and from school. An additional 12 radio programs have been produced and aired through four community radio stations[3], with messages promoting the protection of girls against violence in, and on the way to school. The programs aimed to raise awareness on the meaning and manifestation of violence against girls in school and promote community participation specifically motorists, teachers, and parents in ending violence against children in school. The radio programs included interviews from district education officers (primary and secondary education), police gender desk, district development officers, districts social welfare officers, teachers, parents and students.



HakiElimu Media Engagement and Advocacy Programme Officer recording a radio program with the Gender Desk Officer at Nansio-Ukerewe in March 2020.

1 GBV in school settings
2 Radio spot: GBV Radio spot: Parents participation to end GBV
3 Metro FM - Ukerewe, ChemChemi FM - Sumbawanga, Mashujaa FM - Masasi, and C.G FM - Tabora

7.1.1.3. Building government support for the Girls' Retention and Transition Initiative

In 2020, HakiElimu began scaling up the Girls' Retention and Transition Initiative (GRTI) to all 127 schools across 22 programme districts. HakiElimu conducted orientation sessions on GRTI with 198 stakeholders[1] across all 22 districts of operation. The orientation focused on the key elements of the GRTI, success obtained during the pilot phase, coordination of the initiative at all levels, and roles and responsibilities of LGA officials in the implementation. LGA officials across all 22 programme districts were enthusiastic about the GRTI and welcomed the intervention. For example, *the District Education Officer for Sumbawanga DC had this to say:*

> "We are happy that the GRTI interventions will be scaled up in all 4 programme schools… we request [HakiElimu] to invite teachers from other schools, at our own cost, to attend training on how to make sanitary pads so that they too can train their students".

HakiElimu introduced the GRTI initiative to 22 government officials from three ministries, namely, the Ministry of Education, Science and Technology (MoEST), Ministry of Health, Community Development, Gender, Elderly, and Children (MoHCDGEC), and the President's Office-Regional Administrative and Local Government (PO-RALG). The Ministry of Health was highly interested in GRTI because the activities, especially through the Gender and P-VAC Clubs at the school level are contributing to the implementation of the National Plan of Action to End Violence Against Women and Children. The Government demonstrated its recognition and support of GRTI by organizing a National Launch of Gender and P-VAC Clubs in Ngalawani School in Mkuranga District (GRTI Programme implementation school). During the launch *the Permanent Secretary of the MoHCDGC said:*

> "There are 155 Gender and VAC Clubs countrywide including 67 GRTI P-VAC Clubs. We value the interventions of GRTI in contributing to the implementation of the Government's strategies to end violence in schools."

In addition to HakiElimu Gender and P-VAC Clubs, the Ministry has established gender and P-VAC Clubs in Sumbawanga. It has also set up a task force (linked to HakiElimu's GRTI Programme) to work with HakiElimu to use evidence generated from the Gender and P-VAC clubs to develop a national model or Standard Operating Procedures which will guide schools on how to establish and operate Gender and P-VAC Clubs.

4 22 District Executive Directors (DEDs), 22 District Education Officers (DEOs) Secondary, 22 DEOs Primary, 22 DEOs Academic Secondary, 22 DEOs Academic Primary, 22 District Gender Desk Officers, 22 District Community Development Officers, 22 District Social Welfare Officers and 22 representatives from district committees to prevent violence against women and children.

7.1.1.4. Improving pre-primary learning

HakiElimu has continued to implement the Mwanzo Mzuri project in partnership with VIA University College, Denmark, and Mkwawa University. Mwanzo Mzuri is 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. During the period under review, we have completed the training of 40 teachers, (5M, 35F) from public schools in Kilosa, Mpwapwa, and Iramba. The teachers were trained on children observation, play and learning, creativity and innovation, collaborative learning and motor skills, literacy and language and how-to teach in inclusive classrooms. These courses have equipped teachers with knowledge and skills to deliver child-centred inclusive teaching which promotes effective learning in pre-primary school.



Dr. Orestes Kapinga from Mkwawa University delivering a session to pre-primary teachers during Mwanzo Mzuri ctraining session.

7.1.1.5. Dialogue on the impact of COVID-19 on the education sector issues

HakiElimu conducted a policy dialogue on the 'Child-Friendly Justice System in Africa and how the COVID-19 pandemic has affected the learning experience in Tanzania'. The dialogue was hosted online and attracted 120 attendees, including 8 MPs, 5 LGAs, 5 DPs, 42 CSOs, 37 Journalists, 15 HakiElimu staff and 8 students. As a result, key recommendations were proposed on how Tanzania can draw lessons from the COVID-19 pandemic to improve education system resilience in the future. These include:

- In the review of the ETP 2014, a section should be added to address education in emergency settings, and propose to direction on how to handle such issues in. The Government needs to ensure adequate facilities to ensure school-going children can learn outside of schools.

- There is a need to conduct research and monitor data following the reopening of schools to track the number of children who returned or have not returned to school and to understand why some fail to return to school and put measures in place to support their return to school.

- Curriculum and syllabus for teachers should involve preparations of teachers on effective use of technology in teaching.

These recommendations have been included in the preparation of the Education and Training Policy Review Paper titled "The Education We Want". This paper will be published in early 2021 and shared with the Government as HakiElimu's contribution to the ETP review process.

7.1.1.6. Promoting investigative reporting to advance equity and effective learning, especially during COVID-19 school closures

As civic space continues to shrink, denying citizens and CSOs their rights to freedom of information and speech, HakiElimu has adopted innovative measures to bring citizens' voices to the national level. One of these strategies is major media surveys. HakiElimu collaborates with identified journalists to undertake investigative journalism, research and report on education policy implementation and challenges to raise public debate and discussions, and promote the responsiveness and accountability of the Government.

HakiElimu has supported 23 journalists from 22 media outlets to conduct one major media survey across all 22 programme districts to document and highlight the impact of COVID-19 pandemic on equitable and effective learning. A total of 110 stories have been documented and published in the media with an estimated reach of 15 million people. These stories have highlightedchallenges, and stimulated debate at the local and regional levels. Below are some examples of the challenges exposed by the press articles:





Examples of articles generated through the major media survey

7.1.1.7. Identifying policy gaps and generating an evidence base

Early Childhood Education

HakiElimu has continued to generate evidence for advocacy and policy influencing. This year HakiElimu published two pieces of research to develop evidence on early childhood education; the Assessment of the Learning and Teaching Environment for Pre-Primary Education in Tanzania; and The Integration of Child Protection into Early Childhood Development: Experiences of the Pastoralists Communities in Morogoro. The reports provided the following findings/recommendations:

- The management structure and budget for pre-primary education should be separated from primary to allow for full autonomy and promote sufficient investment and quality assurance at pre-primary level.
- Recruitment of additional teachers for the pre-primary level to reduce pupil-teacher ratio and sufficient investment in pre-primary teacher in-service training to ensure teachers have specialised knowledge and pedagogies to teach early years.
- Financial investment in pre-primary infrastructure to ensure that early years' students are learning in appropriate classrooms and have sufficient access to water and toilets.
- Improve the availability of learning materials specifically for pre-primary age groups.
- Develop and strengthen mechanisms to improve collaboration between teachers and parents / the community to increase enrolment, particularly marginalised because of gender, poverty, or disability.
- Develop structures for child protection and transitioning from corporal punishment to positive discipline in pre-primary classes.
- Provision of school feeding programmes to ensure sufficient nutrition of pre-primary students so they can concentrate on learning.

The reports were launched via ZOOM as face-to-face launch was not possible due to the COVID-19 restrictions. The online launch event attracted 142 participants, which accounted for 76 % of the targeted audience. These included 23 NGOs, 3 Development Partners, 78 members of academic institutions and media houses, 6 MPs, 20 HakiElimu staff and 4 Board Members. Following the launch, the key findings

and recommendations were amplified to an estimated 22.7 million[5] members of the wider public through 21 press articles and social media engagement. HakiElimu is also in the process of finalising a study on Inclusive Early Education in Tanzania, which is a joint initiative with the All In, All Learning Network[6] and is due to be launched in early 2021.

The recommendations will inform government advocacy around ECE. HakiElimu will advise the government to develop an Early Childhood Development (ECD) Manual, action plan, and a synthesised integrated ECD Policy, taking into account the above recommendations. These policies are crucial for universal and equitable ECD interventions, for example, the action plan would provide a common road map, from which each lead ministry is allotted responsibility. This will help in harmonising efforts.

Violence Against Children

In 2020, HakiElimu finalised a study on Violence Against Children in School (VACiS), which will be launched in early in 2021. Findings from the VACiS study will inform a nationwide media and government engagement campaign to raise awareness on VAC and child protection as well as promote practical recommendations to address policy gaps and practices to strengthen child protection policy.

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

Lasting change must be driven by citizens at the community and national level, thus HakiElimu empowers (all) people to transform education, through a movement of over 42,000 Friends of Education[7]. Despite challenges posed by COVID-19, HakiElimu continued to inform citizens via SMS campaigns on how they can ensure children continue to learn and stay safe during school closures. HakiElimu also oriented Friends of Education on Public Expenditure Tracking Surveys (PETS) and School Performance Monitoring (SPM).

7.2.1. Outcome 2: Activities and results achieved

7.2.1.1. Promoting gender equality at the school level

Facilitation of Gender and P-VAC Club Champions: The Senior Female Friends of Education, recruited to support the implementation of GRTI have worked with Social Walefare Officers to facilitate capacity building sessions with 2,540 (635 M, 905 F) students who are members of Gender and P-VAC Club across 127 schools. They were trained on Girls' Rights and life skills including Sexual Reproductive Health and Rights. HakiElimu distributed resource materials on the same topics to each club. The club members were also trained on how to make reusable sanitary pads using locally available materials. After the training, club champions will be making reusable sanitary pads to distribute to girls who do not have access to sanitary pads, especially those with low school attendance during menstruation period. Club Champions were also trained in community campaigning including the use of Participatory Theatre for Development to raise awareness on child protection and girls' rights among their fellow students in schools. Through a peer-to-peer educational approach to Theater for Development, the Gender and P-VAC Club Champions reached a further 5,025 (2,307 boys,2,718 girls) children with messages on Girls' Rights, Sexual and Reproductive Health and Life Skills.

Identifying girls at risk of dropout: Under GRTI, FoE's have been monitoring girls' school attendance to identify those at risk of dropout. The Female Friends of Education have identified 1,764 girls at risk of dropping out because of one or more of the following reasons:

5 2.7 million people through newspaper, about 15 million through TV, 5 million through radio

6 The AIAL Network in a learning platform of Comic Relief Grantees working in inclusion and early year education projects in Tanzania.

7 The Friends of Education movement is a 43,000 volunteer network of individuals, groups and organisations who are passionate about making a difference in education and use their skills and time to transform the quality of education in their communities.

- Living in extreme poverty
- Living with abusive parents/guardians
- FGM
- Child labour
- Long-distance to and from school
- Family work during farming seasons

Violence against Children such as rape and child labour

HakiElimu Friends of Education have collaborated with the head of schools, ward, and district child protection teams to ensure psychosocial support which has helped these girls to remain in school. With the support of the aforementioned teams 1,490 of the girls identified have remained in school while 274 (16% of girls identified) could not return to school due to various reasons including transfers to other places, engagement in business activities, pregnancy or early marriages for example.

7.2.1.2. Preventing and responding to violence against children in and around school the school setting

HakiElimu is promoting action among members of the community to tackle the issue of sexual violence against girls. One of the key target audiences for this campaign are bodaboda (motorbike taxi) drivers.

HakiElimu designed and produced two posters with messages calling for bodaboda drivers to shift their attitudes towards school girls and stop using their transport services to lure school girls into sexual relationships. The messages also call on bodaboda drivers to refuse to support other men in the community who are using bodaboda services to transport girls to their homes outside of schools, to engage in sexual relationships in exchange for small gifts. Bodaboda drivers have taken the lead role and volunteered to distribute the 1,100 posters in their waiting hubs.



HakiElimu Programme Officer displaying a poster targeting bodaboda drivers, to a Fanikio Isaya Bitende, Sumbawanga District Education Officer for Secondary Education, during a field visit to pre-test messages and communication materials.

HakiElimu in partnership with police gender desks also organised a one-day training for bodaboda drivers in the project districts. The training used participatory methods building from the bodaboda drivers lived

experiences and level of understanding. The messages focused on the meaning and prevention of violence against children and how to report violence. A total of 87 bodaboda drivers (all males) surrounding the project schools were trained. At the end of the trainingy, bodaboda drivers prepared action plans on how to protect girls from gender-based violence and how to respond to incidents of violence.



Bodaboda drivers writing down their action plan to protect girls from GBV in school settings.

HakiElimu also disseminated 600 reflective jackets with messages to promote bodaboda driver participation in the protection of girls.



Bodaboda drivers at Sandurula Ward, Sumbawanga, having received their reflective jackets, take a vow before HakiElimu staff, to protect girl students from GBV.

HakiElimu produced a short film called '*Naiwa*' (the name of the lead character) portraying the plight of sexual violence on girl's education. The 22-minute film was screened during evening hours in communities surrounding project schools. The film which targets both parents, bodaboda drivers and girls themselves, was able to stir heated debate and discussions about the perpetrators of violence, causes of violence and what actions can be taken to protect and respond to violence against girls in school settings. HakiElimu staff in collaboration with Friends of Education and bodaboda drivers facilitated the dialogues following the screening.



Mpindimbi community members in Masasi District watching a special short film on girls' education before embarking on a dialogue on how to strengthen girls protection issues in their community.

Strengthening awareness and reporting structures for P-VAC: In order to raise awareness among children, teachers and other stakeholders in and around the school on the challenge of violence against girls and reporting mechanisms, HakiElimu supported girls in 83 schools to design and display posters/signs on the school campus with messages on Child Protection and Girls Education. Schools were also supported to establish Report and Responses Boxes (RRB), which they have named '*Sauti Yangu*' ('My Voice' in English). The report and response boxes have provided children with a platform to report cases of violence, but also to raise concerns on other gender equality challenges within their school. As a result, in 2020 a total of 125 VAC cases were reported trough the RRB, where by 7 cases were escalated to district gender desks as they involved excessive child abuse (2 cases in Geita and 5 on Female Genital Mutilation in Serengeti). The remaining 118 cases were addressed at the school level. The RRB has also uncovered sexual violence against boys, which is much more hidden and socially shameful, thus rarely reported.

CASE STUDY:

School Report and Responses Boxes uncover **severe sexual violence** in **Primary School**

Most children, like Kapengo, Amuse and Malidi , in Tanzanian schools do not know where or whom to report cases of violence. Even if they are aware of such channels, they feel that they are not friendly and open to them, fear using them to report violence.

Kapengo, Amuse and Malidi are three boys from the same school who have experienced sexual violence at least twice between December 2019 and June 2020. The boys were afraid to report the violence directly to their teachers or parents. It was not until HakiElimu introduced the RRB in their school that they had a platform, which allowed them to report the incidences without having to speak directly to an adult.

"After the introduction of the Report and Response boxes in early 2020, pupils received a platform to anonymously report the violence they experience or they are aware of. The introduction of this box has been very important and useful in our school. It has made it easier for us to know things that children could never dare to speak out directly to us."

Discipline teacher at the primary school

After reporting the incidents through the RRB, Kapengo, Amuse, and Malidi agreed to be interviewed. They described how the violence started.

"When I was coming from school, I had no food at home and my parents are spending most of their time drinking in local pubs. I would go to the local restaurant and ask for work to wash dishes in exchange for food. The supervisor in that restaurant gave me food on condition I agree to have sex with him."

Malidi a standard 4 primary school pupil

In the case of Kapengo and Amuse the abuse took place at home, where their relatives, whom they have been sleeping with, abused them. After the reports, Kapengo, Amuse, and Malidi have been referred to the district hospital and district social welfare officers for medical, psychosocial support.

8 Names have been changed to protect the victims and the school name and district have not been included for the same reason.

Creating 'Good Schools' in the prevention of violence against children

HakiElimu has signed an agreement with Raising Voices Uganda to pilot a successful 'Good School Toolkit' in Tanzania through the organisations Safe Schools Initiative (SSI). The good school tool kit creates a nurturing learning environment through progressive learning methodology and strengthened school governance. The process is led by Good School Committees, of which teachers, students and parents are members. Parents and teachers are trainined and receive resources on VAC, building positive parenting and teaching skills. Children will be empowered through life skills to recognise their rights and responsibilities and exhibit positive class behaviour. A student council will be recruited and trained to represent student voices. The project activities are also linked to the evidence-based technical INSPIRE package and its seven strategies for ending violence against children for wider impact. HakiElimu's Safe Schools Initiative is implemented in 12 primary schools (with the potential of adding another 8 schools to make a total of 20 schools in near future), ensuring that approximately 10,000 children learn in safe and conducive school environments free from all forms of violence and abuse.

In the period under review, HakiElimu has customised and translated all materials for the Good School Toolkit. The project and the materials to be used have been shared with the PO-RALG and introduction meetings have been conducted with 20 LGA officials (16 DEOs and 4 DEDs) across all 4 pilot districts, Kilwa, Masasi, Korogwe and Moshi. The project which is at initial stage has been well received at both the Ministry and LGA level, and LGAs recommended that HakiElimu explore the possibility of linking the implementation with the National Costed Plan of Action on Ending Violence Against Women and Children. At the school level, training has been conducted to 8 schools (2 schools per district) involving 116 people (40 teachers, 32 students, 40 parents and 4 CIVs) who form the Good School Committees.

7.2.1.3. Media campaigns to promote child protection and learning at home during COVID-19 school closures

In Tanzania, both public and private education institutions were closed for three months from March 2020 to control the spread of COVID-19. This closure impacted 12.2 million children in primary and secondary schools including those who were preparing for their final national examinations. School closures disrupted parents and caregivers who were struggling to find alternative childcare options. School closures can increase the risk of domestic abuse, and over time, economic vulnerability may lead to increases in child labour, child marriage, teen pregnancies and many other child protection issues. HakiElimu designed a communication campaign to raise awareness on COVID-19 preventive measures and counter misinformation; to promote child protection in home settings; to promote parents' participation in their child's learning at home and promote the use on online and media platforms for learning.

HakiElimu has produced two TV spots[9] that have been aired on ITV and Azam Sports 2 and two[10] Radio spots that have been aired on Clouds FM and Radio Free Africa. The spots were aired for a total of 325 minutes over a period of 60 days and reached an estimated 9.5 million citizens (75% M, 25% F). The spots have also been shared through social media and attracted a further 1.7 million views and 25,340 engagements (likes, comments and shares). HakiElimu also produced a fifteen-minute video documentary to demonstrate how parents and caregivers can help their children to access and use online and media learning platforms while at home. The video documentary was aired in one nationwide TV station to promote parent's participation in their child's learning at home.

HakiElimu also developed a series of messages on COVID-19 prevention, child protection, inclusion, early childhood education and continuous learning during school closures. These messages were shared through 927 social media messages/posts reaching 7.3 million citizens (5,842,665 males and 1,553,114 females). Messages were also shared through an SMS campaign, whereby eight messages reached 236,833 citizens.

9 Learning at home during school closure Child protection during school closure

10 Radio spot: Studying at home during school closure Radio spot: Child protection during school closure

7.2.1.4. Friends of Education taking lead in monitoring education and improving transparency

HakiElimu continues to support the Friends of Education movement to monitor education performance and the financial terrain against funding spent on the planned activities. In 2020, HakiElimu trained 132 Friends of Education from 22 districts[11] on Public Expenditure Tracking Survey (PETS), data collection, preparations and sharing of the final report. The oriented Friends conducted PETS in 255 schools (170 primary and 85 secondary schools) across 17 district councils. The activity tracked capitation grans sent to school, to the value of TZS 2,062,578,878, as well as TZS 1,144,405,160 of community contributions directed to implementing projects in schools. One major finding especially on infrastructure,is that 151 projects worth 1,342,696,094 were incomplete. The main reasons cited were the delayed support from respective LGA's.



Government officials during PETS feedback sessions

Due to tight schedules resulting from the general election, only 13 out of 17 PETS teams managed to organise and conduct briefing meetings that enabled them to share their findings with 169 key LGAs officials in their respective districts. Generally, the LGAs appreciated the contribution of Friends of Education in reinstating accountability measures and also awareness creation and mobilisation of community support in education. Of all the incomplete projects worth TZS 1,342,696,094 the government agreed to work closely with the Friends of Education to mobilise communities to finalise the incomplete projects. The *Friends* will continue following up and report the progress reached in ensuring these projects completed. The government also promised to make a follow-up to ensure proper utilisation of the capitation fund as well as community contributions.

In addition, 100 Community Information Volunteers (CIVs) have been oriented and conducted School Performance Monitoring (SPM) in 127 programme schools. The results for the SPM will be used by CIV to conduct community dialogues in the first quarter of 2021.

7.2.1.5. Improving the learning environment for pre-primary pupils

11 Districts covered by PETS were Mkuranga, Kilwa, Masasi, Tunduru, Njombe, Mbeya DC, Sumbawanga, Tabora MC, Geita, Bariadi, Ukerwe, Muleba, Kigoma, Serengeti, Musoma MC, Arusha DC, Babati TC, Moshi DC, Korogwe DC, Kilosa, Mpwapwa and Iramba

Friends of Education linked to Mwanzo Mzuri have been raising awareness at the community level on the importance of early childhood education and promoting community dialogue and action to address local challenges for pre-primary education. As a result, 10 communities have been mobilised to construct 7 pre-classrooms and 3 pit latrines, which will benefit 1,110 pre-primary students.



Interior of a newly constructed pre-primary class at Kizega School





Continued construction of new-pre-primary classrooms in Kizega and Igumo primary schools in Iramba District

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

HakiElimu's has advocated for citizen needs and demands to be accounted for in education sector budgeting, has monitored government responsiveness in addressing education needs, partnered with likeminded organisations for joint advocacy and policy influencing and promoted transparency and accountability through the Open Budget Survey (OBS).

7.3.1. Outcome 3: Activities and results achieved

7.3.1.1. Raising awareness and promoting the Government's action from to address education sector budget gaps

HakiElimu's latest pre-budget statement advised the Government to respond to the impact of COVID-19 in education budget planning to strengthen the resilience of education systems to ensure all children, including those who are marginalised because of poverty or level or ability can continue learning, even in times of crisis.

Despite the COVID-19 restrictions preventing face-to-face engagement with the Government officials, HakiElimu was able to adopt innovative approaches and on the 23rd April 2020, the organisation hosted a ZOOM meeting with over 20 MPs to share the pre-budget statement recommendations. This has never been done before and was groundbreaking for the Government engagement, demonstrating adaptability and strong relations with the Government. The pre-budget statement was published in Mwananchi and the Citizen Newspapers reaching approximately 1.2 million citizens. A further 69,987 citizens read/liked/re-shared our pre-budget statements through our social media accounts.

The pre-budget statement called on the government to:

- Budget for TV, radio and online education programs
- Budget for subsidies for internet subscriptions for education-related usage
- Enhance public-private educational partnership to address distance learning challenges
- Increase basic education development budget allocation to intensify the use of ICT in schools
- Reduce taxes on mobile phones and learning gadgets
- Budget for ICT training and public sensitisation
- Budget for students' safe return to school

As a result of such advocacy and strategic engagements, the government has responded and taken action on some recommendations. For example, MOEST and TIE collaborated with Private online content producers such as Ubongo Kids and Shule Direct in the provision of educational radio and TV programs aimed at facilitating learning during the school closure. The government also promised action to increase basic education development budget allocation to intensify the use of ICT in schools and provide ICT Training and public sensitisation. Annex 1 provides details of areas advocated for in HakiElimu's pre-budget statement, Members of Parliament contribution in the parliament session and government response. On the re-opening of schools on the 29th June 2020, the Government issued guidelines emphasising social distancing and hand washing while giving specific instructions regarding the age of students allowed to wear mask.

7.3.1.2. Partnership and collaboration for joint efforts to improve transparency and accountability

HakiElimu continues to strengthen collaborative advocacy through movement building with relevant networks and partnerships. A coordinated approach not only achieves deeper impact but is essential risk mitigation in the current operating environment, where the civil society is scrutinised, challenged and even at the risk of being de-registered if they are seen to be challenging and contradicting the government. HakiElimu organises collaboration through its existing partnerships and networks such as the Regional Education and Learning Network (RELI), the All In, All Learning Network (AIAL), Tanzania Finland and Denmark for Quality Education (TanFiDe) and the Tanzania Education Network (TEN/MET). HakiElimu also expands these collaborations beyond the usual education actors and collaborates with partners working on cross-cutting issues such as Policy Forum, the Tanzania Human Rights Defenders Coalition (THRDC), and the Learning Partnership to Prevent Violence Against Children in East Africa (LPVAC).

7.3.1.3. Capacity building on advocacy and policy influencing

HakiElimu continues to build the capacity of NGO's in Tanzania, Uganda and South Sudan, on evidence-based advocacy and policy influencing. In the period under review, HakiElimu conducted organisational capacity assessments on advocacy and policy influencing for 11 partners, 3 from Tanzania, (OCODE, SEMA and MPDI), four from Uganda (AEE, CEFORD, KAPDA and GLOBAL AIM) and four from South Sudan (CBS-PEWOSA, HTPV, SAADO and WAV). The capacity assessment was used to develop a tailor-made training and mentorship for partners on advocacy and policy influencing as a method to improve transparency and accountability in the education sector in Tanzania, Uganda and South Sudan.

7.3.1.4. Open Budget Survey

HakiElimu continued its partnership with the International Budget Partnership (IBP) to promote budget transparency at the national level through the Open Budget Survey (OBS). Tanzania's transparency and accountability structures continued to decline since the Government withdrew from the Open Government Partnership in 2016. The 2019 OBS report shows that the Tanzanian Government is failing to provide

sufficient information and material to support informed public debate on government budgets. As a result, Tanzania's transparency score, has plummeted from 46 out of 100 in 2015 to 17 out of 100 in 2019. However, efforts to advocate for improved transparency have seen a slight increase in transparency with 4 of the 8 budget documents published in 2019, compared to 3 out of 8 in 2017. The score for public participation in the budgetary process is weak with a score of 9 out of 100. The OBS results were shared to MPs through a strategic engagement meeting and to the public through the Policy Forum's Breakfast Debate and social media. HakiElimu will continue to use OBS findings to engage the Budget Committee and the Ministry of Finance to advocate for budget transparency, until the government delivers on it's responsibility for transparency and freedom of access to information.

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

7.4.1. Outcome 4: Activities and results achieved

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

HakiElimu conducted a Mid Term Review of the 2017-2021 Strategic Plan. The report shows that HakiElimu is making progress in achieving the intended outcomes under the strategy. The full report will be available in early 2021 and will inform the development of HakiElimu's next strategic plan, which is due to start in 2022.

HakiElimu conducted 3 quarterly reflection meeting which took stock of progress in programme implementation. One of the key issues discussed was how best the organisation can use technology to improve learning in programme schools and how best HakiElimu can strengthen the Friends of Education Movement. As a result of this meeting, HakiElimu mapped different platforms and systems that can be rollout out to programme schools to improve access to books, promote in-service training of teachers as a way of improving teaching, and facilitate routine interaction and reporting of Friends of Education activities. HakiElimu has also established a database of 19,000 parents mobile phone numbers in all 127 programme schools. This database is used to reach parents with different interventions and campaign messages and proved very useful in communicating during the COVID-19 restrictions.

7.4.1.2. 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, strengthened partnership and facilitated strategic advocacy for education policies. The following are the key strategic activities and results achieved in the period under review.

Board meeting and Annual General Meeting (AGM)

HakiElimu conducted two statutory Board meetings, the first one in March 2020 and the second in September, as well as one AGM in April 2020. The purpose of the meetings were to review and approve HakiElimu's annual and semi-annual reports, plans and budgets including discussions and constitutional issues. The meetings also discussed the development of HakiElimu's New Strategic Plan 2022 – 2026 and developed a roadmap that will guide the process.

Development Partners (DP) Meeting

HakiElimu's approach to working with Development Partners is collaborative and open. In the period under review, HakiElimu conducted two DPs meeting to review programmatic and financial progress for and discuss and HakiElimu's plans and priorities for the coming period of implantation.

7.4.1.3. Financial performance and administration

Donor Income: The income received for the year 2020 was TZS 8,621,539,732 which is higher than the income received in the year 2019 of TZS 6,410,243,234. This was caused by the three multiyear grants secured from GAC, WPF and Comic Relief. Part of this income was deffered to FY 2021.

Financial Management: HakiElimu has continued to strngthern and intensify its financial management and internal control system. This has led to maintainance of the clean audit report for the Financial year 2020.

Systems and Policies: HakiElimu has continued to adhere to policies and regulations as approved by the Board. In 2020, two policies, the Administration Policy and the Procurement Policy were reviewed and amended.

Human Resources Management

HakiElimu has recruited five new employees in 2020, namely Programme Officer-Gender and VAC, Programme Officer-Print Media, Quality Assurance Coordinator, Grants and Compliance Officer and Education Techinical Advisor. Two staff separated with HakiElimu, the Programme Officer -RIPA who pursued other career opportunities and the Quality Assurance Coordinator who retired. Employee performance was monitored through a results-based mechanism following the introduction of the work from home approach, which was implemented for a short period in response to COVID-19.



8. CHALLENGES, LESSONS LEARNED AND THE WAY FORWARD

8.1. Challenges

8.1.1. COVID-19 and the 2020 General Elections caused challenges to the implementation of activities

HakiElimu like other organisations in the country and globally has faced challenges related to the implementation in the early part of the year due to restrictions in response to COVID-19. Similar challenges were faced later in the year as the General Elections prevented some activities from being implemented. As a result, many activities were delayed or were not implementedbefore the end of the year. This includes the orientation on interventions to prevent violence at the school level, gender and P-VAC Club activities, monitoring of the child centred teaching approach for pre-primary pupils, school performance monitoring and public expenditure tracking survey, as well as community-level dialogues.

8.1.2. Donor budget cuts due to COVID-19

Halfway through the implementation of the COVID-19 response plan we received notification from FCDO and KPMG that the programme would face significant budget cuts due to the economic impact of COVID-19 in the UK. Almost 56% of the funds received from ACTKPMG had to be returned. This forced us to cancel some activities in the plan including the research on the longer-term impact of COVID- 19 on children's learning and the school performance monitoring to determine to establish challenges of teaching and learning at the school level on the reopening of schools. Some activities which were planned to be carried for six months such as the media campaign through TV spots were stopped early. We were also left with little budget to conduct monitoring and evaluation of the impact of the initiatives implemented under

the plan particularly the impact of the social media and media campaigns.

8.2. Lessons Learned

8.2.1. The use of technology can increase meeting participation at minimal cost

The challenges arising from COVID-19 forced HakiElimu and other stakeholders, including the government to engage in the innovative alternative to implement activities. In the first half of 2020, HakiElimu used online meetings to engage with Members of Parliament, to launch two research reports, and to host the Board meeting and Development Partners meeting. In all these events, there was a significant increase in attendance. For instance, the first DP meeting in 2020 was attended by 10 DPs, an approximately 50% increase in general attendance when the meeting was held face to face. Likewise, a total of 142 (76% of the targeted audience) attended the launch of 2 research reports, the highest attendance recorded in the last two years. All these meetings were conducted with very minimal cost as no travel cost and accommodation needed. However, since returning to 'business as usual', the government insists on the face to face meetings, so this lesson has so far not been able to be sustained.

8.2.2. Collaboration and mobilisation is required to build resilience in the education sector to allow continued learning during challenging times

During COVID-19, primary and secondary schools were closed, and over 12million children were at home without learning for three months. Various stakeholders attempted to support learning through technology when children were at home but it benefited only children in urban settings especially those who had access to electronic gadgets such as TV, radio and smart phones with internet connectivity. We learned from HakiElimu's major media survey, that the majority of children in rural areas did not learn anything during the closure of schools. These challenges, while highlighted by the pandemic, it not limited to the pandemic. Children often miss school due to other environmental challenges, for example, flooding sometimes prevents children from getting to school during the raining season, and during harvesting seasons children are kept at home to help. The COVID-19 situation has emphasised the need to start thinking about alternative learning approaches and develop a comprehensive plan of investing in education technology for the education sector to become more resilient to such challenges.

8.2.3. Pre-testing of messages and communication materials

Pre-testing of messages and communication materials before launching a campaign is very important to ensure that they resonate well with the targeted audience. Through the EBC project, we received constructive feedback from the priority audiences to improve the materials in terms of colours, types of pictures used, choice of words and tone. Through pre-testing, we were able to adapt and customise the materials to ensure maximum impact.

8.2.4. Repeat exposure to messages improves recall and action

During the monitoring visits, we found that target groups had a higher awareness of messages promoted through radio and TV spots that were aired several times than the messages which were aired only once or twice.



9. ANNEXES

Annex 1: Members of Parliament Strategic Engagement Response Matrix

S/N	Issue	MP who presented	Government Response
1	Budget for TV, Radio and online education programmes	Page 152 of Hansard[12] for 26th April 2020, Hon. Susan Lymo while presenting Speech for Opposition Cluster Hon Deputy Speaker, budget allocation for Radio and TV programs should be considered and TBC1 and TBC should be used to broadcast study programs and later private radios and television can request to broadcast where national television and radio fails to cater for learning needs	Page 278 of Hansard for 26th April 2020, Minister-Prof. Joyce Ndalichako - MoEST responding Hon. Deputy Speaker, we have taken this on board and are working to prepare learning sessions for Television and radio broadcasting. I would like to inform this Parliament that on 20th April 2020, the Ministry has launched radio and TV learning sessions and we are also partnering with stations such as Azam TV, Channel TEN, TBC and further we have partnered with 34 community radios.

12 The official published verbatim report of the proceedings of a parliamentary body; originally of the British Parliament

S/N	Issue	MP who presented	Government Response
2	Budgeting for subsidies for internet subscriptions for education-related usage	Page 152-153 of Hansard for 26th April 2020, Speech for opposition cluster Hon Deputy Speaker, in efforts to reduce costs to students, the opposition camp request the Government through the Ministry of Education, PO-RALG and Ministry for Communication to reach a consensus and prepare a plan to subsidise data usage for learning sessions and other publications relating to learning	No response
3	Increasing basic education development budget allocation to intensify the use of ICT in schools.	Page 154 of Hansard for 26th April 2020, Speech for opposition cluster Following the effects of COVID-19 the Government should increase the development budget for basic education to resolve challenges relating to the learning environment. The opposition camp proposes that such an increase should be invested in education technology.	Page 274, Hansard for 26th April 202 Deputy Minister - MoEST responded In realising the importance of development in science, technology and innovation, the government has continued to allocate funds for research and innovation as per the availability of Government funds.
4	Budgeting for ICT Training and public sensitisation	Page 170 of Hansard for 26th April 2020, Speech for opposition cluster The Government should allocate funds for teacher training on the use of technology and sensitise the public about using technology. It has been realised that most of those with smartphones, are not using them to the fullest potential especially in issues of learning. .	Page 282 of Hansard for 26th April, Minister - MoEST responding Hon. Deputy Speaker, on the side of the Ministry of Education, we have done a great job and as I have already said in my speech, we are preparing teachers on issues of technology for it won't be effective if we invest in technology without preparing teachers.

S/N	Issue	MP who presented	Government Response
5	Budgeting for students' safe return to schools	Page 170 & 171 Hansard for 26th April 2020, Speech for opposition cluster It is our sincere hope that COVID-19 shall pass and schools shall re-open; however, in that hope, there are uncertainties and sadness that the nation is still in the same challenging learning and teaching environment. HakiElimu's research in 2020 revealed that primary schools have a deficit of 82,200 classrooms while secondary schools have deficit of 4,647 classrooms.	No response
6	Enhancing Public-Private Partnership in education to address distance learning challenges	Page 166 Hansard for 26th April 2020, Speech for opposition cluster Hon Speaker, in these challenging times of providing education this Parliament needs to discuss and advise the Government on improving Public-Private Partnership (PPP) in education issues as a means of increasing provision of education especially for students in challenging environments.	No response

Annex 2: Audited Financial Statement

Statement of Financial Position

As at 31 December 2020

		31-Dec 2020	31-Dec 2019
ASSETS	**Notes**	**TZS "000"**	**TZS "000"**
Non-current assets			
Property and equipment	4	3,557,667	3,605,283
Intangible assets	5	14,726	22,089
Total Non-current assets		**3,572,393**	**3,627,372**
Current assets			
Accounts receivables	6	21,281	130,447
Cash and cash equivalents	7	3,026,090	412,064
Total current assets		3,047,371	542,511
Total assets		**6,619,764**	**4,169,883**
RESERVES AND LIABILITIES			
Reserves			
Accumulated funds		268,894	268,894
Deferred capital grants		29,591	84,554
Revaluation reserve		3,230,130	3,331,629
Total reserves		**3,528,614**	**3,696,077**
Current liabilities			
Deferred revenue development partners' grants	8	2,622,018	346,363
Accounts payable	9	465,084	132,129
Social welfare funds	10	4,047	6,314
Total current liabilities		**3,091,149**	**484,806**
Total equity and liabilities		**6,619,764**	**4,169,883**

The notes on pages 17 to 38 form part of these Financial Statements

Report of the Auditors – Pages 11 to 12

The Financial Statements on pages 13 to 38 were approved by the Board of Directors and signed on its behalf by:

Mr Richard Mabala

Chairperson

Date: 05/05/2021

Dr John Kalage

Executive Director

Date: 05/05/21

Statement of Comprehensive Income

For The Year Ended 31 December 2020

		31-Dec	31-Dec
		2020	2019
	Notes	**TZS "000"**	**TZS "000"**
INCOME			
Revenue grants	8	6,644,656	6,786,922
Other income		-	49,552
Total income		**6,644,656**	**6,836,474**
EXPENDITURE			
Outcome One: Improved Education System that promotes Equity; Inclusive & Effective Learning		1,199,972	1,541,251
Outcome Two: Citizens Informed; Organized and Engaged in Critical Problem Solving, Governance & Provision of Equity		599,782	723,876
Outcome Three: Government & Stakeholders are Responsive & Accountable to Provide Inclusive/Quality Education		221,139	59,399
Outcome Four: Organization Capacity for Effective Program Implementation Strengthened		690,931	245,023
Program Staff Costs		1,559,052	1,557,764
Outcome Four: Leadership, Governance and Quality Assurance		1,154,848	1,346,982
Outcome Four: Support Services and Finance		1,080,851	1,089,136
Depreciation expense		138,081	223,491
Total Expenses	17	**6,644,656**	**6,786,922**
Surplus for the year		-	**49,552**

The notes on pages 17 to 38 form part of these Financial Statements

Report of the Auditors – Pages 11 to 12

Statements Of Changes in Net Assets

For The Year Ended 31 December 2020

	Accumulated Fund	Deferred Capital Grants	Revaluation Reserve	Total
	TZS "000"	TZS "000"	TZS "000"	TZS "000"
At 1 January 2019				
Opening Balance	**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)
Prior year adjustment	-	332	-	332
Allocation – Deferred revenue grant	-	-	(101,499)	(101,499)
Surplus for the year	49,552	-	-	49,552
At 31 December 2019	**268,894**	**84,554**	**3,331,629**	**3,685,077**
As at 1 January 2020				
Opening Balances	**268,894**	**84,554**	**3,331,629**	**3,685,077**
Additions for the year	-	35,730	-	35,730
Release of Depreciation	-	(138,081)	-	(138,081)
Adjustment – Gain/Loss on disposal	-	47,389	-	47,389
Charge on revaluation	-	-	(101,499)	(101,499)
Surplus for the year	-	-	-	-
As at 31 December 2020	**268,894**	**29,592**	**3,230,130**	**3,528,616**

The notes on pages 17 to 38 form part of these Financial Statements

Report of the Auditors – Pages 11 to 12

An open, just and democratic Tanzania where all people enjoy the right to education that promotes equity, creativity and critical thinking.

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