

HakiElimu Annual Report 2021



Annual Report 2021

January to December



Table of Contents

	A word from HakiElimu's Board Chairperson	iv
	Statement from the HakiElimu's Executive Director	v
1	Executive Summary	1
2	Education Landscape: Facts and Analysis of Political and Socio-Economic updates in the Education Sector in 2021	6
3	Introduction	9
4	Major Achievements of the Strategic Plan 2017 - 2021	11
5	Coverage in 2021	16
6	Review of the 2021 Programme Performance	19
	6.1 Outcome 1: Improved education systems that promote equity, inclusive and effective learning	19
	6.2 Outcome 2: Citizens are informed, organised and engaged in critical problem-solving, monitoring, governance, and provision of quality education	29
	6.3 Outcome 3: Government and stakeholders are responsive and accountable to provide inclusive and quality education	32
	6.4 Outcome 4: The Organisation's capacity for effective programme implementation strengthened	34
7	Challenges, Lessons Learned and the Way Forward	38
8	Annex	40

Abbreviations and Acronyms

AGM	Annual General Meeting
AIAL	All In, All Learning Network
CIVs	Community Information Volunteers
CSOs	Civil Society Organisations
DP	Development Partners
ECD	Early Childhood Development
ETP	Education Training Policy
GAWE	Global Action Week for Education
GRTI	Girls Retention and Transition Initiative
IBP	International Budget Partnership
MEAL	Monitoring, Evaluation, Accountability and Learning
MPs	Members of Parliament
NGO	Non-Governmental Organisation
PETS	Public Expenditure and Tracking Survey
PO-RALG	President's Office-Regional Administration and Local Government
P-VAC	Prevention of Violence Against Children
RELI	Regional Education Learning Initiative
TV	Television
VAC	Violence Against Children



A word from the Board Chairperson

The year 2021 marked the end of another of HakiElimu's Strategic Plans and preparation for the next one. The HakiElimu Leadership and Staff deserve Congratulations. They weathered a tough time in its history, marked by a prolonged epidemic that hit the education system hard and an often-hostile political environment that restricted its ability to advocate and work for the fulfilment of its Vision:

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

Without the commitment and hard work of the HakiElimu staff and Members, in partnership with multiple national and international partners, HakiElimu would not be in the position to continue participating in the current national debate and engaging with the Government and the general public to develop an education system that is responsive to the Vision outlined above. HakiElimu has pushed for increased equity through its commitment to an inclusive education that encompasses, among others, children with disability, as well as girls, many of whom are still out of school and deprived of an education for various reasons, including pregnancy, thus facing huge barriers to accessing education on a par with other children.

HakiElimu has also been at the forefront of advocating for a learning environment that encourages real education, creativity and critical thinking. Enrolment, retention and transition are all important to ensure that children access their right to education. Likewise , the expansion and improvement of the school infrastructure are essential elements. However, access to school is not necessarily concomitant with access to education. HakiElimu recognises and supports the tremendous efforts made by the Government to ensure there are sufficient classrooms and furniture in the classrooms. It also continues to advocate for more than physical transformation of the school environment. There is still a huge shortage of teachers. Those who have continued to teach in schools have rarely benefitted from any form of in-service training. It is common knowledge that a well-trained and motivated teacher without a classroom can still teach, but a classroom without a teacher is an empty shell. Improvements and changes to the curriculum introduced by the Government also need to be transmitted to the teachers in a timely fashion, as well as adapting the assessment system to the curriculum improvements.

Therefore, as HakiElimu says goodbye to one Strategic Plan and sets out on another, it remains true to its core values of inclusive and equitable education as a key to an open, just, and democratic society fuelled by citizens who are critical and creative thinkers. It will continue to demonstrate and advocate for a system that encourages participation and enjoyment in education, from pre-school upwards, with teachers who are confident in themselves and their profession, able to respond to and nurture their students to fulfil their potential and become active and productive citizens.

Richard Mabala
Board Chair



Statement from the Executive Director

Dear Partners, Friends and Colleagues,

I'm delighted to introduce the 2021 Annual Report, which is the last report on the five years implementation journey of our 2017 – 2021 Strategic Plan. The just ended Strategy aimed at contributing towards addressing challenges in the education system, including poor quality of learning, violence against children in schools, inadequate inclusion and poor retention, transition and access to education for girls.

As usual, it has been a pleasure working with you. In 2021 through our strong collaboration with a wider range of stakeholders including the government, development partners, media, CSOs and citizens, we have seen great achievements reported herein, which I believe will make us all proud.

The journey was not very smooth due to significant challenges, including the outbreak of COVID -19, which forced over 12 million students to go on three months leave in 2020, changes of Laws and Regulations e.g. 2018 Statistics Act, NGO and Company Acts in 2018/19 and finaly the sudden demise of the fourth President of the United Republic of Tanzania, Dr. John Pombe Magufuli in 2021, which to some extent impaired a smooth operation of a number of organisations including HakiElimu.

However, it is important to acknowledge efforts made by the Government and other stakeholders in addressing the challenges in the sector to improve quality of education. Some of the major achievements in the 2021 – 2022 strategy period which HakiElimu is proud of as we have contribute to, include:

- Establishment of the Tanzania Teacher's Professional Board Act, 2018 aimed at strengthening the teaching profession.
- Preparation and launch of the Inclusive Education Strategy 2021/22-25/2026 aimed at ensuring the education system is inclusive and meets the needs of all learners.
- Amendment of the Statistics Act, 2019, which removed some of the earlier restrictions on CSOs and NGOs, to undertake and publish research findings.
- Improved CSOs participation in the Education Sector Dialogue Structures through strengthening the Tanzania Education Network (TEN/MET).
- Increased Gross and Net enrolment up to over 90 and 87 percent respectively. The GER in primary education has improved by 11 percent between 2017 and 2020.
- Contributed to and influenced Government's decision to review the ETP 2014 and school Curriculum to make education relevant and of quality.
- Introduction of the re-entry policy for school dropouts including teen mothers.

Despite these achievements, provision of quality and relevant education remains a challenge in Tanzania, like in many other Sub-Sahara African countries. Quality education requires that the mode of instruction and learning processes meet the needs of learners and the labour market. Besides, access and proper assessment of learning outcomes are also crucial for an accessible, acceptable and adoptable quality education. However, we believe the ongoing reforms have the potential to redress the situation if the process is well managed and is inclusive enough to ensure effective participation of stakeholders.

In the year 2021, HakiElimu celebrated its 20th Anniversary. This was a very important moment for us as an Organisation to reflect on our contribution to the education sector and the country. During the 20th Anniversary Celebration, HakiElimu reaffirmed its commitment to making Tanzania an open, just and democratic Country where all people enjoy the right to an education that promotes equity, creativity and critical thinking. This reaffirmation was accompanied by the launch of the 2022-2026 Strategic Plan whose main goal is equitable, quality and relevant education powered by an inclusive and democratic society. We believe that, if citizens and civil society are empowered and coordinated, they can lead the transformation of education by developing locally-led solutions to education challenges, influencing Government policy and decision making and holding schools and local authorities accountable in the delivery of education.

We are grateful to our partners for the support availed in the past five years, these include Sida, Global Affairs Canada (GAC), Department for International Development (DFID) through (HDIF and KPMG), WPF, Comic Relief and Foundation for Civil Society (FCS) who provided financial and technical support; the Government who provided a space for HakiElimu to collaborate at various levels; CSOs; Friends of Education; Media; the HakiElimu Board and Members for the overall governance and oversight. We would like to invite you all to join us in the journey of the 2022 – 2026 Strategic Plan implementation. We believe that our victory is your victory and together we can make Tanzania a better place for a child to be born, grow, be educated, live and thrive.

Dr. John Kalage
Executive Director



01

Executive Summary

HakiElimu has completed the implementation of its five -year Strategic Plan 2017-2021, which focused on addressing the following issues:



Violence against children in schools



Low girls' retention and transition to higher levels of learning



Lack of full inclusion and learning for children with disabilities.

As HakiElimu marked the end of the 2017-2021 Strategic Plan, the notable achievements include:

- Successfully advocated with likeminded organisations for an improved education system that promotes inclusive effective learning through policy change to allow girls who dropped out of school due to pregnancy to return and continue with formal education after giving birth;
- The Government now is prioritising review of the ETP 2014.
- Influenced the development of National Strategy on Inclusive Education (2021/22-25/2026) through evidence generated from research and the technical support in the strategy development.
- HakiElimu's research findings helped the Government to develop Guidelines for Child Protection and Gender Desks in Primary and Secondary Schools and Guidelines for formation

and coordination of Children's Councils.

- Successfully advocated for citizens education needs and promoted Government's responsiveness and accountability in improving the learning environment by constructing 12,000 new classrooms to reduce shortage of classrooms across the country.

Implemented activities and results achieved in 2021

Outcome 1: Improved Education Systems that Promote Equity, Inclusive and Effective Learning

Advocating for education policies and strategies on inclusive learning

Advocating for the Re-entry Policy: Since the beginning of the 2017-2021 Strategic Plan, HakiElimu has partnered with likeminded organizations and stakeholders in advocating for policy change that expelled teen mothers from school. HakiElimu ran the "Ondoa Vikwazo Asome" (remove the barriers to girls' education) campaign, to raise awareness on the berries to girls' education and advocated for the government to implement the re-entry guidelines that would allow teen mothers to return to formal education. The Government was reluctant to allow teen mothers to return to school after giving birth, and in 2017 HakiElimu's TV spots that prompted the Government to approve the re-entry guidelines, were banned. HakiElimu continued to push for re-entry policy in collaboration with likeminded organisations using strategic engagement and joint advocacy methods. As a result of persistence advocacy on re-entry, in November 2021, the Government through the Ministry of Education, Science and Technology, announced that girls who dropped out of school due to pregnancy are allowed to return to a formal education system after giving birth.

Advocating for the review of ETP 2014: HakiElimu in partnership with likeminded organizations and stakeholders has advocated for a revision of the ETP 2014. Since 2015, following the launch of the policy, HakiElimu conducted a review of the policy and published a position paper highlighting the gaps in ETP (2014) particularly on inclusion of girls and children with disabilities. In the year 2021, HakiElimu conducted a comprehensive analysis of the ETP 2014 involving stakeholders in the education sector. The report, titled **'The Education We Want'** was launched in Dar es Salaam, and was officiated by the Permanent Secretary at the Ministry of Education, Science and Technology (MoEST) and the Commissioner for Education. The launch was followed by broader media coverage and strategic dialogues. As a result of these interventions, the MoEST, when tabling the 2021/2022 budget, announced the review of the Education and Training Policy 2014, the Education Act of 1978 and the curriculum as the first priority for the 2021/2022 budget period.

Advocating for education systems that promote quality inclusive learning

HakiElimu made a significant contribution in the development of the new National Strategy for Inclusive Education (2021/22-25/2026). Findings from the HakiElimu study-Do Children with Disability Have Equal Access to Education?", a research report on access to education for children with disabilities in Tanzanian schools described the systemic challenges for access to quality education for children with disabilities while findings from HakiElimu's study on the *"State of Violence Against School Children in Mainland Tanzania"* was used as evidence for positioning girls as one of the special needs education categories.

Identifying policy gaps and generating evidence

In the period under review, evidence generated through research on the **'State of Violence Against School Children in Mainland Tanzania'** was used by the government in the development of the **Guidelines for Child Protection and Gender Desks in Primary and Secondary Schools and the Guidelines for Coordination of Children's Councils (Mabaraza ya Watoto).** Findings from the same study informed the description and situational analysis of the special education needs, specifically for girls in the new **National Strategy for Inclusive Education (2021/22-25/2026).**

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

Improving citizens' understanding of gender equality and child protection

HakiElimu has improved understanding and awareness among LGA officials, school leadership and citizen on gender equality and child protection through district level dialogues on stakeholders' roles and responsibilities in implementing the National Plan of Action to End Violence Against Women and Children (NPA-VAWC). A total of eight dialogues across eight districts were conducted, reaching 608 stakeholders (345 males and 263 females). The dialogues led to the preparation of the Action Plans to support the implementation of NPA-VAWC across 40 villages, which in turn will improve safety and, ultimately, the learning experience of 24,300 children (12,400 girls and 11,900 boys) in 32 schools.

Raising awareness through media

HakiElimu run a media campaign to raise awareness on gender-based violence in school settings, promote parents' participation in the prevention of violence against children, and support improvement of school infrastructure. A total of 28.16 million citizens were reached through TV spots and community Radio talk shows. HakiElimu used its social media platforms to advance advocacy messages and information on girls' education, child protection, education reforms, pre-primary education, education budgets and challenges on learning infrastructures. A total of 7.3 million social media accounts were reached with various messages.

Citizens informed and acting to address education challenges including addressing gender inequality and VAC

HakiElimu facilitated students in Gender and P-VAC clubs to raise voices against child marriages, poor parenting, teen pregnancies, harmful customs and traditions that deprive girls of access to education and a poor learning environment. During this reporting period, a total of 129 (65 matrons and 64 patrons) in 99 schools were trained in the Theatre for Development (TfD) methodology. They trained 1,980 (495 boys 1,485 girls) gender champions who then conducted 50 TfD performances to raise such awareness among 20,000 participants (7,000 male and 13,000 female) across 16 districts[1].

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

Advocating for citizens' needs and demands

In the period under review, HakiElimu published pre-budget statement showcasing the magnitude of the challenge of learning environment after implementing the fee free education. During parliamentary budget sessions in 2021, HakiElimu engaged Members of the Parliament to advocate for the Government to allocate over TSH 200 billion in the Financial year 2021/2022 to construct at least 10,000 secondary school classrooms, then 2,000 in 2022/2023 and finally 2,000 classrooms in 2023/2024 to accommodate students' enrolment for three consecutive years. In response to this, and efforts from other likeminded organizations and stakeholders, in 2021, the Government constructed 12, 000 classrooms across the country, enabling 600,000 primary education leavers of 2021 to access lower secondary education in 2022. The Government also committed to allocating TSH 40 billion in the financial year 2021/2022 to construct 26 girls' boarding schools in 26 regions which will accommodate between 26,000 to 31,200 girls.

Training provided to MPs, Ministers and LGAs on gender -sensitive budgeting and planning

HakiElimu trained 15 MPs and 55 (25 F, 30 M) LGA officials in 12 districts on gender-sensitive budgeting and planning. After the training, all LGAs in the 12 districts developed an action plan to address gender

1 Kigoma, Tabora, Iramba, Mpwapwa, Korogwe, Mkuranga, Kilwa, Tunduru, Masasi, Serengeti, Bariadi, Sumbawanga, Geita, Ukerewe, Arusha and Babati

issues in the annual budget planning for 2022/2023, which began in November 2021. In 2022 HakiElimu will conduct a reflection meeting to assess the implementation status and learn lessons related to the challenges and best practices of gender- sensitive budgeting, especially promoting girls' education.

Partnership and collaboration for joint efforts to improve transparency and accountability

Regional Learning Partnership: In this period under review, HakiElimu, through the Regional Education Learning Imitative (RELI) supported teachers' development and thematic groups to adapt Teaching at the Right Level (TaRL)[2] approach. The Group developed teachers' guide on teaching numeracy and literacy developed and digitised 60 *Aya (poems)* to support teaching numeracy and literacy in early grades. These materials were piloted and preparations are underway to share with the Ministry of Education, Science and Technology for adoption and usage in teaching numeracy and literacy in early grades.

Open Budget Survey: HakiElimu completed the Open Budget Survey (OBS) and submitted the report to International Budget Partnership (IBP) for review. The results of OBS are expected to be published in the first half of 2022, and HakiElimu will use the findings to advocate for the recommendations to improve budget transparency in Tanzania.

Outcome 4: Organisational capacity for effective programme implementation strengthened

Monitoring, evaluation, accountability and learning (meal)

In the period under review, HakiElimu finalised the 2017-2021 midterm review, conducted end-line evaluation for the "Mwanzo Mzuri" and "Evidence Based Communication" Projects. Findings were shared with Development Partners, the Ministry of Education, Science and Technology, and the President's Office Regional Administrative and Local Government (for Mwanzo Mzuri). The findings were also used by HakiElimu in advocacy and informed the development of the 2022-2026 Strategic Plan.

Effective leadership, governance and quality assurance

Development of the 2022-2026 Strategic Plan: HakiElimu successfully engaged various key stakeholders in the development of the new Strategic Plan.

Commemoration of the HakiElimu 20th Anniversary: The year 2021 marked 20 years since HakiElimu was established. HakiElimu held a 20th anniversary event in honouring this key milestone. The event was accompanied by the launch of the HakiElimu book **"Our Journey"**, detailing HakiElimu's work, challenges and success in the education sector for the past 20 years.

Board Meeting and Annual General Meeting (AGM): HakiElimu conducted two statutory Board meetings, the first one in March 2021 and the second in September, 2021. Also, one AGM was conducted in April 2021. 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.

Meeting with Development Partners (DP): In the period under review, HakiElimu conducted two meetings with DPs to review programmatic and financial progress and discuss HakiElimu's plans and priorities for the coming implementation period.

Financial performance and administration

Donor income: The income received for the year 2021 was approximately TSH 4.5 billion. HakiElimu experienced significant funding growth between 2017 and 2020, but 2021 saw a decrease of funds by 47% compared to the previous year.

2 Teaching at the Right Level (RaRL) is an advance-backed educational approach that helps children develop basic reading and mathematic skills

Financial Management: HakiElimu continued to strengthen its financial management and internal control system and in 2021 continued to have a clean audit report.

Human Resources Management: A total of 9 people whose contracts ended on 30th June ,2021 were not retained due to funding constraints. Painfully, the Head of Support Services and Finance passed away while two staff from the same department resigned from their position.

Challenges and lessons learned

The main challenge was budget cut from our donor FCDO as a result of the impact of COVID-19. Also, 21 days mourning period following the death of the late President J.P. Magufuli and the breakout of wave two of the COVID-19 pandemic, led to office closure for one month, thus affecting implementation of field related activities.

During this year, we learned how changes in the country leadership could have a huge influence on HakiElimu's work in a very short time; this calls for continued advocacy on democracy in Tanzania. On the other hand, we learned that community Radio and improved timing of the Radio spots/programs had great potential to reach the wider community compared to TV and other communication platforms.

02

Education Landscape: Facts and Analysis of Political and Socio-Economic updates in the Education Sector in 2021



Year 2021 marks 60 years of Mainland Tanzania's Independence. In that time, the education sector has gone through events that may be described as growth and challenges. The Gross Enrolment Ratio (GER) in primary education for instance, has increased to 97% in 2017 and to 109.7% in 2021 averaging an increase of 10% after a period of every five years. In secondary schools, access to secondary education has also slightly improved. The Gross Enrolment Ratio has increased from 41.3% in 2017 to 47.4% in 2021.

Some of the key challenges experienced include, concern over Pupil to Teacher ratio (PTR) which has been below recommended ratio with some regions having an astronomically high ratios ranging between PTR (1:269) and PQTR (1:299). For instance, in primary education, PTR increased from 1:42 in 2016 to 1:56 in 2020. The increase in PTR is attributed to the decrease in total number of teachers by 5.8 percent from 206,806 teachers in 2016 to 194,736 in 2020.

Primary completion rate has remained mostly stagnant; in 2020 the new entrants in standard 7 translated to 68 percent, compared to 66 percent four years earlier. In the year 2020, transition rate from primary to lower secondary varied significantly across the country, ranging between the highest rate of 92.9% to the lowest transition rates of 65.9%. The variations in transition rate across the regions suggests that there is limited capacity in existing secondary education to accommodate all STD VII leavers.

Despite the challenges however, in 2021, Tanzania Mainland's education sector took a sharp turn after the Sixth government came to power led by President Samia Suluhu Hassan. In her one-year period, the sector witnessed some un-orthodox political practices, with a promising political willingness to bring change to the education sector: some of these commitments and indicators of the political will include the following; -

2.1. Commitment to Review Education Policies

On 5th May, 2021 the Government, through the then Minister for Education, Science and Technology, Professor Joyce Ndalichako, committed to make major changes to the education system through a major review of the Education Policy, Syllabi and the 1978 Education Act. The aim of the review is to create relevant content and produce talented graduates to significantly change the Tanzania's education system. To amplify this commitment, the Ministry organised a stakeholders meeting in Dar es Salaam where opinion regarding what to improve in circulars and policies were discussed. Although the approach of bringing stakeholders into a single meeting which took place in December 2021 was critiqued by political analysists and educationists, the statement by the Minister has given hope to stakeholders that the future may bring the intended improved education policies.

According to the current Minister for Education, Science and Technology, Prof. Adolf Mkenda, the Government has put in place a special expert committee to review the ETP 2014 and advise the Government on areas that could be improved and corresponding challenges. The Government has also approved other guidelines and policies including the Education Sector Development Plan 2021/22 to 2025/26; and the National Strategy for Inclusive Education 2022/27.

2.2. Lifting Ban on Teenage Mothers and Passing of the Re-Entry Guideline of 2022

In November 2021, the Ministry announced lifting of the ban on adolescent mothers returning to school after giving birth. This decision reverses the controversial 2017 policy instituted by the country's late leader, John Magufuli. This came after initiatives by education rights defenders including CSOs such as HakiElimu, Development Partners and citizens to put pressure on the Government regarding girls' rights to education.

The decision to lift ban was later followed by the passing of the Government Circular Number 2 of 2021 and later the adoption of the re-entry guideline popularly known in Kiswahili as "Mwongozo wa Kuwarejesha Shuleni Wanafunzi Waliokatiza Masomo kwa Sababu Mbalimbali", aiming at providing directives and guideline on how to re-enrol children who have dropped out of primary and secondary schools including teen mothers. This decision is expecting to benefit over 200,000 children who drops out of primary and secondary every year.

2.3. Strengthening girls' education through alternative pathway

In 2021, the Government and Development Partners have taken major steps to ensure that every child, and especially girls, have access to quality education without being affected by their background. Through SEQUIP (Secondary Education Quality Improvement Project), funded by the World Bank, the Government has designed an approach to provide a learning opportunity to dropouts including girls who dropped out of school due to pregnancy. Under this opportunity, teenage mothers are expected to be among the 3000 targeted girls identified to return to education through alternative pathways. According to the Institute of Adult Education (IAE) Director, Dr Michael Ng'umbi, the group is part of the 12,000 girls targeted to benefit during a five-year project running from the 2021/22 to 2025/26 academic years.

2.4. Efforts to introduce Tanzania History subject in National Curriculum

On December 9th 2020, the then President of the United Republic of Tanzania John Pombe Magufuli gave an order for the Ministry of Education, Science and Technology to initiate the process of writing and introducing a special subject on 'Tanzanian History' in the national curriculum for primary and secondary schools. The move was meant, according to officials in the Government to equip youth with knowledge about their country and history to help them become self-aware and stimulate a sense of patriotism.

In response to the President's order, the Ministry of Education Science and Technology (MoEST) issued Government Circular Number 1 of 2021 which introduced two approaches that could lead to the introduction of Tanzanian history as a subject in primary and secondary schools. The first approach, described as a short-term approach was to introduce history clubs in schools and the long-term approach was to revise the national curriculum and history books to strengthen the contents of Tanzanian History.

In February 2021, the then Minister for Education, Science and Technology, Prof Joyce Ndalichako announced that the compulsory teaching of 'Tanzania History' subject in schools will officially begin in July 2021 and will be taught alongside the current history subject, in Kiswahili language to enable pupils and students to easily grasp the knowledge.

One year later, when the sixth Government entered into power, the Ministry of Education, Science and Technology suspended this move saying it required thorough review and consultations.



03

Introduction

HakiElimu has completed the implementation of its five -year Strategic Plan 2017-2021 which focused on addressing violence against children in school, low girls' retention and transition to higher levels of learning and lack of full inclusion and learning of children with disabilities. Our work under the Strategic Plan 2017-2021 was implemented through the 3 programmatic outcomes and 1 organisational outcome as outlined below:

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

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

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

Outcome 4. Improved education system that promotes equity, inclusive and effective learning.

As HakiElimu marks the end of the 2017-2021 Strategic Plan, notable achievements include strategic collaboration with likeminded organizations to successfully advocate for an improved education system that promotes inclusive and effective learning. This is evident through the Government's commitment to change the policy, which will now allow adolescent girls who dropped out of school due to pregnancy to return to education in the formal school system after giving birth. HakiElimu's contribution to advocating for the review of ETP (2014) was rewarded when the Government, in May 2021, announced the review as one of the priorities for the 2021/2022 budget. HakiElimu has also contributed to the National Strategy on Inclusive Education (2021/22-25/2026) through evidence generated from research and technical support in the development of the strategy. Findings from HakiElimu's study on "The State of Violence Against School Children in Tanzania Mainland" has been used in the Guideline for Child Protection and Gender Desks in Primary and Secondary Schools and the Guidelines for establishment and coordination of Children's

Councils (Mabaraza ya Watoto).

HakiElimu along with other stakeholders successfully advocated for citizens' education needs, and in turn, promoted Government responsiveness and accountability in improving the learning environment. The Government constructed 12,000 new classrooms to reduce the classroom shortage which became evident across the country.

This 2021 Annual Report summarises the key progressive achievements and challenges against the organisation's strategic outcomes. HakiElimu extends special thanks to all Development Partners (DPs) who contributed to this work, including Global Affairs Canada (GAC), Comic Relief, UKAid through the Human Development Innovation Fund (HDIF) and KPMG, as well as private donors.

04



Major Achievements 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 approved the re-entry policy to allow teen mothers to return to formal education

Since the beginning of the 2017-2021 Strategic Plan, HakiElimu has partnered with likeminded organizations and stakeholders in advocating for policy change that expelled teen mothers from school. HakiElimu ran the "Ondoa Vikwazo Asome" (remove the barriers to girls' education) campaign to raise awareness on the barriers to girls' education and advocated for the Government to implement the re-entry guidelines that will allow teen mothers to return to formal education. The Government was reluctant to allow teen mothers to return to school after giving birth and in 2017 HakiElimu TV spots which lobbied for the Government to approve the guidelines were banned. In 2019, HakiElimu published a study on the factors affecting girls' retention, transition, and learning to provide an evidence base for advocacy.

HakiElimu persistently advocated for the policy through a combination of media (major media survey, social media), strategic engagement and partnership and collaboration with like-minded CSOs. To ensure teen mothers receive education through their preferred choices, HakiElimu contributed to 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 has agreed to review the Education and Training Policy 2014

HakiElimu in partnership with like-minded organizations and stakeholders has advocated for a revision of the ETP 2014. Since 2015, following the launch of the policy, HakiElimu conducted a review of the policy and published a position paper highlighting gaps, particularly on inclusion of girls and children with disabilities. In 2017, HakiElimu completed an assessment on the impact of the ETP 2014 and its strategy for 'fee free' education, which identified further gaps, for example, the focus on enrolment without sufficient plans to strengthen the education system to accommodate additional learners.

During the 2019 Annual Joint Education Sector Review meeting, the Government announced the plan to review the ETP 2014. To further push for the ETP 2014 revision process, HakiElimu prepared and published a paper titled **"The Education We Want"** which was presented to Members of the Parliament and submitted to the ETP review committee for consideration in the revised ETP. In response to these engagements and contributions from other stakeholders, the MoEST, when tabling the 2021/2022 budget, announced the review of the Education and Training Policy 2014, the Education Act of 1978 and the curriculum as the first priority for the2021/2022 budget period.

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

HakiElimu made a significant contribution in the development of the new National Strategy for Inclusive Education (2021/22 - 25/2026). Findings from HakiElimu's research on accessibility to education for children with disabilities in Tanzanian schools, were used to describe the systemic challenges in access to quality education for children with disabilities. HakiElimu contributed to including girls as one of special education needs categories with according to "*The State of Violence Against School Children in Mainland Tanzania*" study. HakiElimu also formed the National Task force that led the development of the strategy.

HakiElimu's advocacy campaign 'Je, Tuko Pamoja' (Are We Together) has contributed to raising public awareness on inclusive education and barriers for those with different learning needs, particularly for children living with visual impairments. As a result of the campaign and efforts from other stakeholders, the Government increased the provision of assistive devices such as Braille books in inclusive schools and has begun to make some progress to train teachers in inclusive schools on sign language.

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

Since 2017, HakiElimu has been advocating to restore teachers' dignity to improve motivation, hence 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 statements, strategic partnerships with like-minded stakeholders 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 committed to recruit 63,542 additional teachers. However, by the end of 2020, only 12,549 new teachers were deployed (8,000 employed in 2020 and 4,549 in 2019). The gap remains at 50,993 teachers for pre-primary and primary levels.

HakiElimu's advocacy and efforts from other stakeholders has also resulted in a commitment by the Government to budget TSH 61 billion to pay teachers' statutory benefits debt. However, HakiElimu's analysis of the budget books indicated that this amount was not allocated. HakiElimu will continue to monitor the implementation of the commitment in the 2021/2022 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 and 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. The Government has agreed to revise the capitation grant computation formula, though its implementation has been delayed.

The Government's 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 separating the budget.

The Government's use of HakiElimu's education statistics

HakiElimu has been researching to promote transparency and accountability and advocating for quality education. The Government's use of HakiElimu's education statistics is key towards HakiElimu's goal of influencing education policy to advance equity and quality in education. In the 2017-2021 Strategic Plan, evidence generated through research on *'The State of Violence Against School Children in Mainland Tanzania'* has been used by the Government in the development of the Guideline for Child Protection and Gender Desks in Primary and Secondary Schools and the Guidelines for Establishment and Coordination of Children's Councils (Mabaraza ya Watoto). Likewise, findings from the same study has informed the description and situational analysis of special education needs categories specifically for girls, while findings from HakiElimu study on "Accessibility to Education for Children with Disabilities in Tanzania Schools - "Do Children with Disability Have Equal Access to Education?" have been used to describe the systemic challenges for access to quality education for children with disabilities in the new National Strategy for Inclusive Education (2021/22-25/2026).

In 2020, the Government through the National Audit Office used HakiElimu's study on "Teaching Effectiveness in Primary and Secondary Schools in Tanzania (2014)", that highlighted Tanzania's weakness in the provision of capacity building to in-service teachers as cited in the National Audit Office Report of the Controller and Auditor General of the United Republic of Tanzania (2020)[3]. This report shows that HakiElimu is playing a significant role in generating useful evidence for education policy changes.

3 https://www.nao.go.tz/uploads/MANAGEMENT_OF_THE_PROVISION_OF_CAPACITY_BUILDING_TO_IN-SERVICE_TEACHERS.pdf

Outcome 2

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

HakiElimu's Friends of Education were mobilised at the community level to lead community dialogues, 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 reports of VAC cases, facilitating return to school

Since 2018 HakiElimu has produced and disseminated accessible messages to citizens on P-VAC and its impact on child rights and wellbeing, school attendance and learning outcomes, as well as actionable child protection measures. HakiElimu has facilitated Friends of Education to share these messages through training, dialogues, and community radio. Friends of Education have also supported several schools to install Report and Response Boxes (RRBs) 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, HakiElimu has observed increased reporting of such cases and actions taken by authorities. At least ten major cases of violence against children, including child marriage and rape, have been reported to Friends of Education annually and followed up for further action, and as a result, girls have been supported to stay or return to school.

Improved learning environments

As a result of community mobilisation, since 2017, HakiElimu has supported 51 out of 127 intervention schools to invest in the construction of classrooms, hostels, latrines and water boreholes, benefiting 28,952 students (9,538 boys and 19,414 girls). Among HakiElimu's programme schools, 74% have now started school feeding programmes, which have contributed to improved attendance and concentration of students.

Outcome 3

The Government and stakeholders are responsive and accountable to provide inclusive and quality education

Improved budget transparency

According to the Open Budget Survey (OBS) 2017[4], between 2016-2017 the 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 the OBS 2019, Tanzania's budget transparency has slightly improved to 4 out of 8 budget documents.

4 HakiElimu is the researcher of Open Budget Survey, which measure the level of transparency of Budget Document, Public Participation in the budget and strength of oversight bodies in budget planning and implementation

Government's response to the demands on improving learning environment

Since the beginning of the 2017-2021 Strategic Plan, HakiElimu has been advocating for a gender- sensitive, protective and friendly teaching and learning environment, by publishing pre-budget statements showcasing the magnitude of the challenge and calling for more investment in education. In response to this and efforts from likeminded organization and stakeholders, in 2021, the Government constructed 12, 000 classrooms across the country, thus enabling 600,000 primary education leavers of 2021 to access lower secondary education in 2022. Between 2017-2020 an average of 150,000 students have been missing opportunities to join secondary education due to a shortage of classrooms, and the shortage was expected to increase in 2022, reaching almost 12,000 classrooms which would have denied 600,000 children access to join lower secondary school. HakiElimu's budget advocacy contributed to the President's Office-Regional Administration and Local Government (PO-RALG), make a commitment in the Parliament that in the period 2021/2022, to support girls' education by constructing 26 boarding schools for girls in 26 regions which will accommodate between 26,000-31,200 girls in 2021/2022. The Government has allocated TSH 40 billion to begin the construction of 10 boarding schools and TSH 200 billion to construct 300 lower secondary schools, which will accommodate 300,000 students.

Strengthening the operating environment for CSOs

The amendment of 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 CSOs successfully advocated for the removal of some of the stringent restrictions of the Act.

Outcome 4

Organisational capacity for effective programme implementation strengthened

Leading the way for the CSO Excellence

HakiElimu has been recognised as a leading CSO on the continent, emerging as the winner of the 2019 African CSO Excellence Award. HakiElimu is leveraging expertise in 'Strategic Ability and Adaptability', 'Leadership and Governance', "Evidence-Based Advocacy" and "Citizen Engagement" to strengthen the capacity and collaboration of CSOs in Tanzania and across East Africa.



05

Coverage in 2021

HakiElimu has national coverage through media advocacy campaigns and the Friends of Education who are spread throughout the country.

Tanzania Mainland

26 Regions

22 Districts

127 Schools

65 Primary

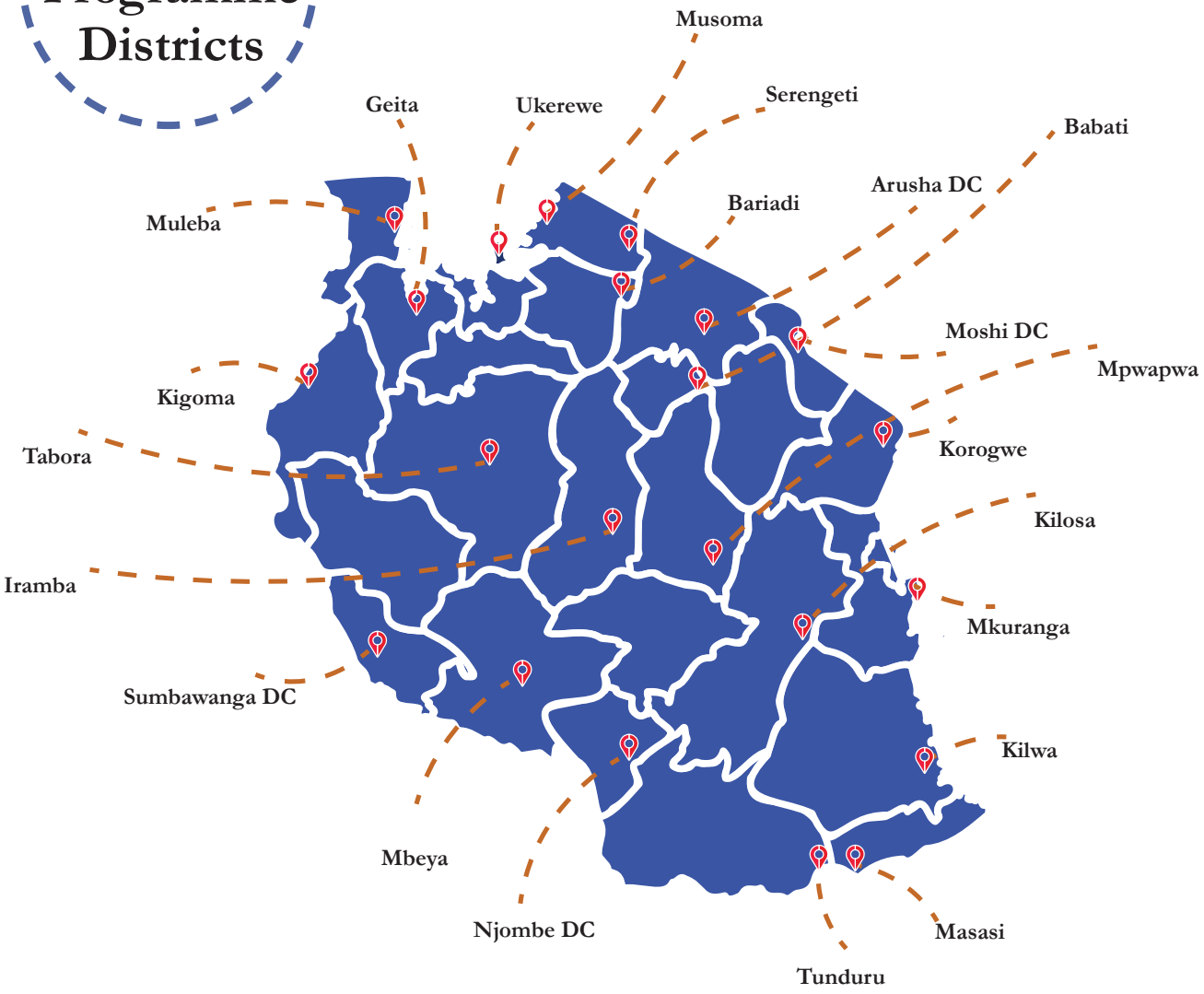
62 Secondary

Zanzibar

5 Districts

Coverage in 2021

22
Programme Districts



Mobilization



45,395
Friends of Education

Coverage in 2021

Reach

28.16 million
Citizens through media campaigns



99,078
Students



7.3 million
Citizens through social media



Publications



28,068
Publication distributed

Aired



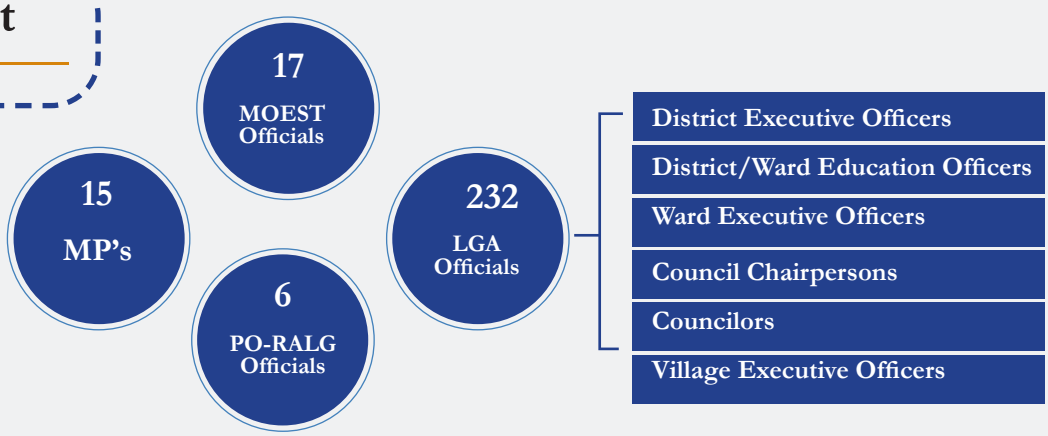
886
Minutes of TV and Radio

Press



1,131
Press mentions and articles

Engagement



06

Review of 2021 Programme Performance



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

In 2021, HakiElimu continued to advocate for the implementation of the re-entry policy, improved teaching and learning environments for pre-primary schools and children with disabilities in inclusive school settings, and highlighting and addressing challenges facing girls in their educational journey. HakiElimu also launched the report "The Education We Want" which outlines an analysis of the ETP 2014 and key recommendations to be included in the new ETP.

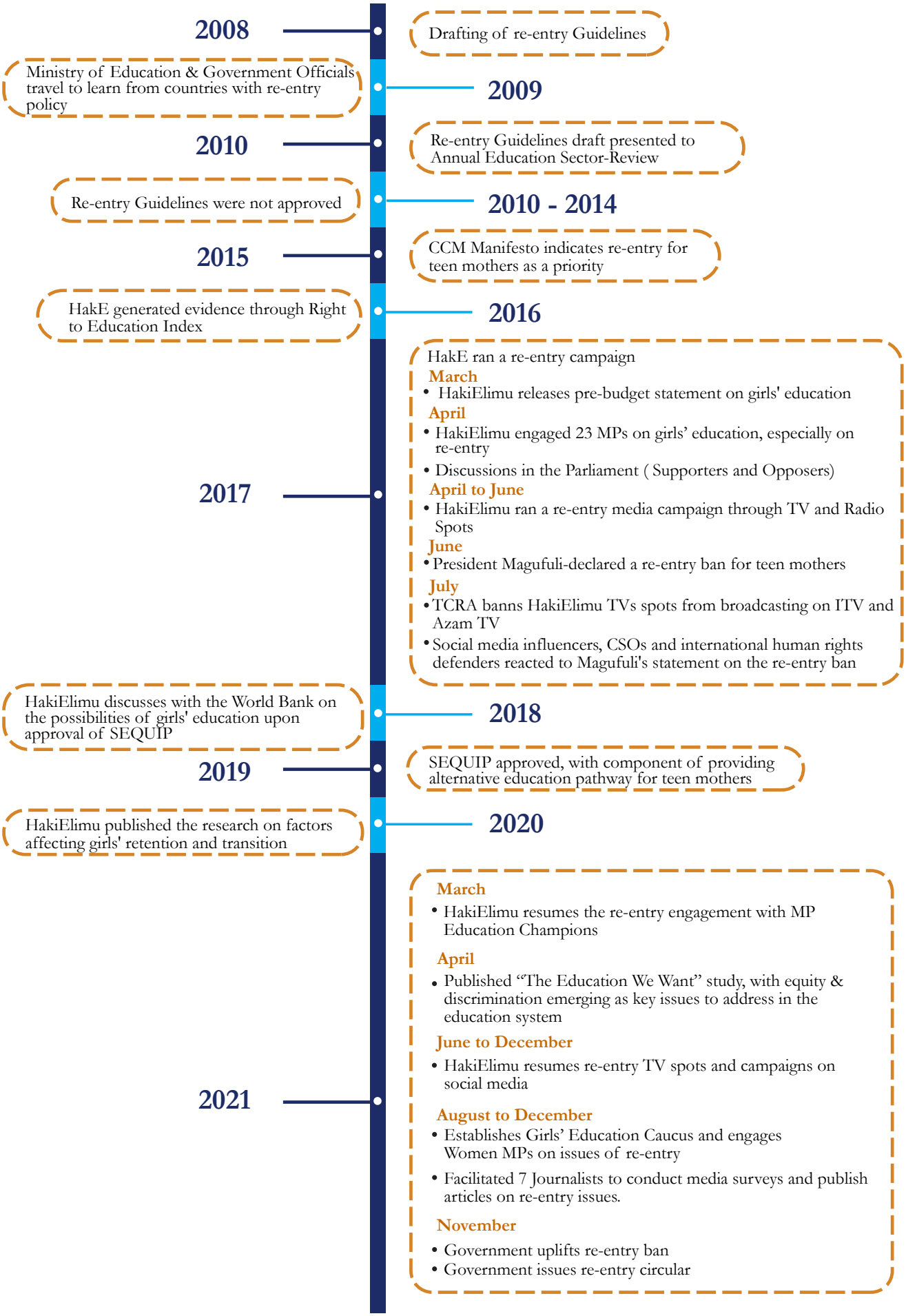
6.1.1 Outcome 1: Activities and results achieved

Advocating for education policies and strategies on inclusive learning

Advocating for the re-entry Policy

Since the beginning of the 2017-2021 Strategic Plan, HakiElimu has partnered with like-minded organizations and stakeholders in advocating to change the policy, which expelled pregnant girls from school. HakiElimu ran the "Ondoa Vikwazo Asome" (remove the barriers to girls' education) campaign to raise awareness on the barriers to girls' education and advocated for the Government to implement the re-entry guidelines that would allow teen mothers to return to formal education. The Government was reluctant to allow teen mothers to return to school after giving birth, and in 2017, HakiElimu's TV spots that reminded the Government to approve the guidelines were banned. Despite the Government's reluctancy to change the policy, HakiElimu continued to push the re-entry agenda through strategic engagement and joint advocacy with like-minded organisations. Figure 1 illustrates the important timelines of HakiElimu's advocacy on re-entry policy.

Figure 1: HakiElimu's journey on the re-entry Policy advocacy



Source: HakiElimu Policy Monitoring Information

As a result of persistent advocacy on re-entry by HakiElimu in collaboration with like-minded organisations, in November 2021, the Government through the Ministry of Education, Science and Technology, announced the change in policy to allow girls who dropped[5] out of school due to various reasons including pregnancy to return to school in a formal system. The change will benefit about 578,887students who dropped out of school due to various reasons.

Advocating for the review of ETP 2014

HakiElimu in partnership with like-minded organizations and stakeholders has advocated for a revision of the ETP 2014. Since 2015 following its launch (see our journey on ETP review in Figure 2), HakiElimu reviewed the policy and published a position paper highlighting the gaps, particularly in terms of inclusion for girls and children with disabilities. In 2017, HakiElimu completed an assessment on the impact of the ETP 2014 and its strategy for 'fee free' education, which identified further gaps in the ETP 2014 that had a significant impact on the learning and teaching environment and students' learning outcomes.

In the period under review, HakiElimu conducted a comprehensive analysis of the ETP 2014 involving other stakeholders in the education sector. The report titled **'The Education We Want'** was launched in Dar es Salaam, whereby the event was officiated by the Permanent Secretary of the Ministry of Education, Science and Technology (MoEST), the Commissioner for Education and was attended by 146 stakeholders, including two officials from the Ministry of Education, Science and Technology, 19 officials from Government institutions, 26 journalists, 8 DPs and 91 education stakeholders from CSOs and schools.



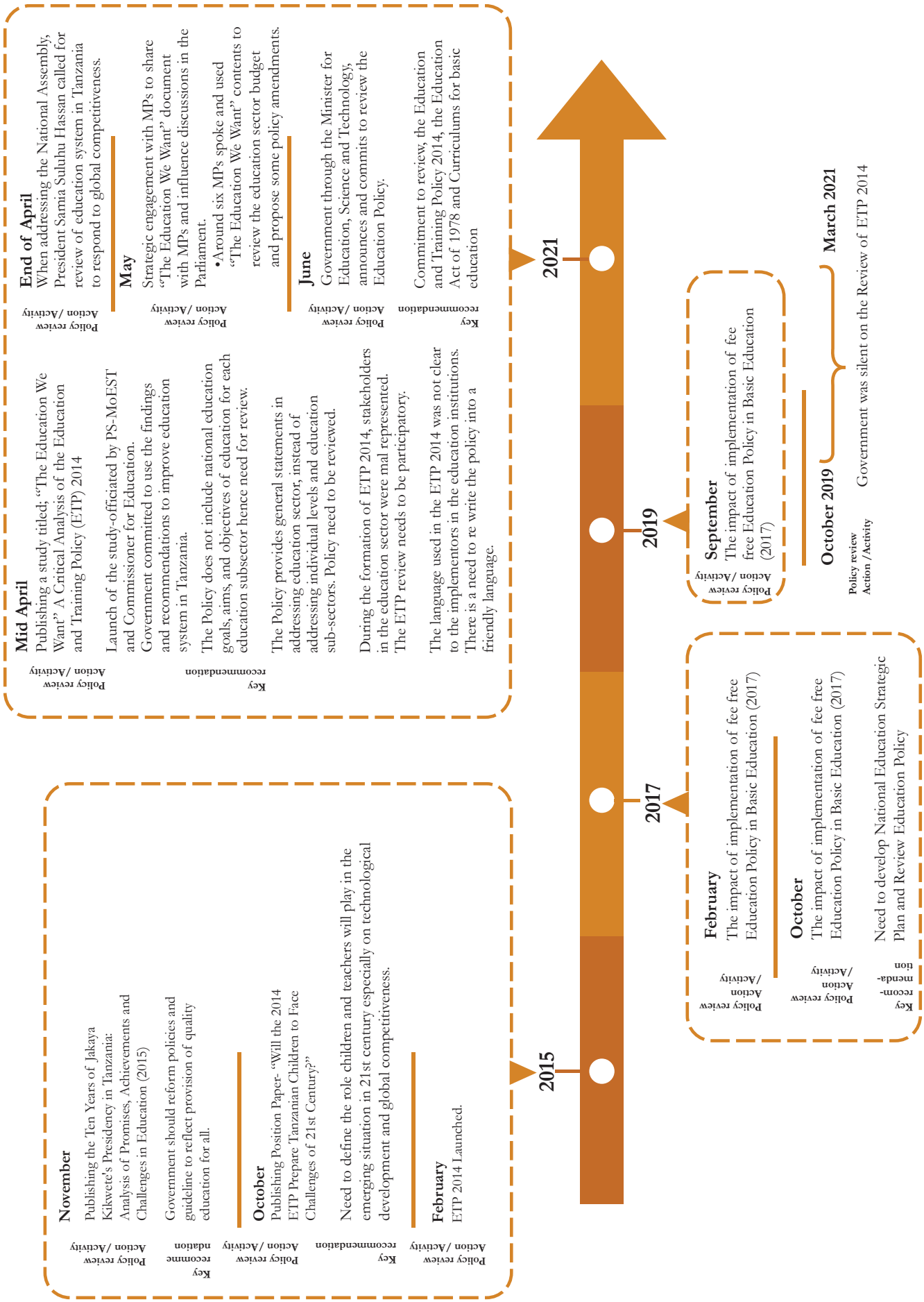
The Permanent Secretary of the Ministry of Education, Science and Technology (2nd left) and the Commissioner for Education (2nd right) during the launch of "The Education We Want" report

The launch was covered on six radio stations, five TV stations and six newspapers. After the launch, HakiElimu was invited to three Radio and two TV talk shows to discuss issues around education. HakiElimu participated in the "MIZANI YA WIKI" Talk Show, with the Deputy Minister for Education, Science and Technology.

In response to these engagements and contributions from other stakeholders, the MoEST, when tabling the 2021/2022 budget, announced the review of the Education and Training Policy 2014, the Education Act of 1978 and the curriculum as the first priority for the 2021/2022 budget period. HakiElimu will engage with the Task Force or Special Committee in charge of the review to ensure 'The Education We Want' report recommendations are included in the revised ETP. The detailed and brief reports can be accessed through HakiElimu's website.

5 According to BEST 2020, a total of 266,783 students' dropout out in 2019 and according to the same source, 312,104 dropped out of school in 2020 (BEST 2021).

Figure 2: HakiElimu's journey towards influencing the ETP 2014 review



Source: HakiElimu Policy Monitoring Information

Advocating for education systems that promote quality inclusive learning

HakiElimu's work towards quality inclusive learning is founded on the Organisations vision for ensuring an open, just and democratic Tanzania where all people enjoy the right to an education that promotes equity, creativity and critical thinking. HakiElimu's "Je Tuko Pamoja "(Are We Together?) campaign on inclusive education continued to advocate for quality inclusive learning. In the period under review, HakiElimu made significant contributions to developing the new *National Strategy for Inclusive Education (2021/22-25/2026)*. Findings from HakiElimu's study 'Do Children with Disability Have Equal Access to Education?', which examined accessibility to education for children with disabilities in Tanzania's schools, were used to describe the systemic challenges in access to quality education for children with disabilities. HakiElimu made a significant contribution in including girls as one of the special education needs categories though evidence as per HakiElimu's study on *"The State of Violence Against School Children in Mainland Tanzania"*

Improving the teaching and learning environment for pre-primary pupils through the Mwanzo Mzuri Project

HakiElimu in partnership with VIA University College, Denmark and Mkwawa University Tanzania, has implemented and completed the 3 year 'Mwanzo Mzuri' project that sought to ensure children have quality and safe pre-primary education, which improves preparation for primary school and supports attainment of their full potential. Although the project has now phased out, it has increased awareness, commitment and community action in improving the learning environment for pre-primary schools and continues to do so. In 2021, at the end of the project, community members, with the project support, constructed five pre-primary classrooms and two toilets. The constructed infrastructure makes a total of 19 classrooms and five toilets built under the Mwanzo Mzuri project from May 2018 to April 2021.



Two classrooms and pre-primary teachers' office, constructed through the Mwanzo Mzuri Project at Rudewa pre-Primary School (Kilosa).



A toilet for pre-primary pupils built by stakeholders at Idilo Primary School, now they are aware on the importance of pre-primary education through Mwanzo Mzuri project

In the period under review, the "Mwanzo Mzuri" project, under the leadership of VIA University completed cluster two trainings that focused on children's language, literacy, learning and motor skills. A total of 40 teachers from 10 (2 Mpwapwa, 4 Iramba, 4 Kilosa) schools were equipped with skills on how to organise, implement and evaluate language activities and create language stimulating learning environments. Teachers were trained how to initiate language stimulation dialogues with children, plan and implement play-based skills, apply motor skills in language, early mathematics and science, and how to communicate and engage parents in children's language development. As a result of the Mwanzo Mzuri project, a total of 3,876 pre-primary pupils (1,991 boys, 1,885 girls) have benefited from high quality and safe pre-primary education by May 2021.



Mwanzo Mzuri project trained teacher applies acquired methodology

Identifying policy gaps and generating evidence

HakiElimu has been conducting research and collecting data and evidence to promote transparency, accountability and advocate for quality education. The Government's use of HakiElimu's education statistics is key towards HakiElimu's goal of influencing education policy to advance equity and quality in education. In the period under review, evidence generated through research on "*The State of Violence Against School Children in Mainland Tanzania"* was used by the Government in the development of the Guideline for Child Protection and Gender Desks in Primary and Secondary Schools and the Guidelines for Establishment and Coordination of Children's Councils (Mabaraza ya Watoto). After the launch of the report, HakiElimu was invited to present the findings to 15 government officials from the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC). Following the presentation, HakiElimu was invited to support the Government in the preparation of the action plan to address the recommendations. The table below contains recommendations and proposed actions submitted to the Permanent Secretary of MoHCDGEC and later led to the development of the aforementioned guidelines

Table 1: Recommendations and Activity Plan developed during VACiS report sharing in Morogoro.

Recommendations	Short Term Action	Long Term Action
Testing evidence-based interventions for upscaling.	• Identify all evidence -based interventions piloted on safe schools for understanding and testing. • Interaction competence with children for teachers (Nkuba et al.2018). • Good School Tool Kit under pilot by HakiElimu's skilful parenting Model - by ICS.	Integrate evidence-based intervention in policy/ secular/plan for scaling up.
Develop a comprehensive school child protection policy to guide public and private schools at all levels.	The review of the Child Development Policy has commenced. HakiElimu proposes the Child Development Policy to have a separate section on child protection in school.	Propose the review of ETP 2014 to have a separate section on integration on school child protection in education curriculum across all levels.
Review Circular No11 of 2001 on Guidance and Counselling (G&C).	Review Circular No11 of 2001 on Guidance and Counselling to add child protection element to reflect the Guidelines on Counselling and Child Protection in Schools and Teachers College.	



HakiElimu staff and Government officials during the sharing of VACiS report in Morogoro

In addition to the two guidelines informed by our research recommendations, findings from the same study have informed the description, and situational analysis of the special education needs categories specifically for girls in the new National Strategy for Inclusive Education (2021/22-25/2026).

HakiElimu completed two more research in 2021, namely; *"Access to Inclusive Pre-Primary Education for Children with Disabilities in Tanzania Mainland"* and *"The Study on Policy and Implementation of Sexual and Reproductive Health and Rights Education in Primary and Secondary Schools in Tanzania"*. The launch of these reports will be done in the first quarter of year 2022, followed by strategic engagements to share findings and recommendations for improvement in the education policy.

Promoting girls' retention and transition

Improved infrastructure has a huge impact on students especially girls' attendance, level of comfort while in school and ultimately their learning. A total of 7,637students (3,700 boys and 3,937 girls) from 13 schools are enjoying learning and staying in school as a result of improved learning environment (see Table 1). HakiElimu mobilised and supported communities across 13 schools to construct toilets and changing rooms for girls and provide water supply. These community initiatives helped 3,937 girls to stay in schools even during menstruation as opposed to before the intervention, when many girls had to stay at home due to lack of supportive facilities in school. The provision of water supply at Idilo and Kariakoo has significantly increased girls' study time as they no longer need to spend a lot of time to fetch water.



Toilets for girls and boys (2 and 3 doors respectively) at Kazima Primary School in Tabora Municipality before HakiElimu's intervention.



Constructed toilet for boys (right wing) and girls (left wing)

In addition, a total of 393 girls, 153 in Itonjanda Secondary School (Tabora Municipality) and 240 at Mashewa Secondary School (Korogwe DC) are assured of enjoying learning experience after the construction of hostels. The construction of hostels at Itonjanda Secondary School is an initiative led by the Friends of Education in Tabora since 2018. Friends of Education mobilised the local community to contribute manpower and resources to construct the hostel in order to address girls' drop-out as a result of long distance to and from school, and sexual violence experienced when commuting to school. The initiative was later supported by the Tabora Municipal Council and HakiElimu. To note, the girls at Itonjanda Sec. School were walking over 15 km a day to and from school (300 km in a month) and some were often subjected to sexual violence.



A newly constructed hostel at Itonjanda Secondary School in Tabora Municipality

HakiElimu continued to ensure girls remain in school by addressing the challenge of access to sanitary pads. In this reporting period, 1,340 students (335 boys and 1,005 girls) were provided with direct training on small scale production of re-usable sanitary pads. As a result, trained students produced 6,334 re-usable sanitary pads and distributed them to 4,291 girls who were missing lessons due to lack of sanitary pads.



Training of Champions on small scale production of re-usable sanitary pads

Ending violence in schools by piloting the Good School Toolkit (GST)

In order to ensure children's' safety in and around schools, HakiElimu, through the Safe School Initiative (SSI) is piloting the Good School Toolkit (GST)[6]to help educators and students explore a healthy, vibrant, and positive school and guide them through a process to create their vision for a good school. The process is led by Good School Committees, comprised of teachers, students and parents. As a result of this interventions, a total of 4,953 students (2,433 boys and 2,520 girls) from eight primary schools in Moshi DC, Korogwe, Kilwa and Masasi have started to enjoy learning with minimal application of corporal punishment from their teachers. Students' and teachers' relationships and communication have been significantly improved as a result of frequent meetings and discussions held through the GST implementation.

At the same time, teachers have reported being equipped with tips, skills, and challenging tasks to become good teachers. They feel motivated through recognition given by peers and students who under the GST vote for and reward the best teacher on a monthly basis. Also, relationships between teachers and parents are strengthened as they sit together in the Good School Committee and discuss various issues that impinge children's learning.

"The Good School Initiative has helped to increase close relationship with students. Usually, students were afraid of seeing teachers, explaining the challenges they face but now they are free to meet and talk to teachers and they use students-teachers' forum to debate on issues affecting their learning experience and give their opinion on who they feel is the best teacher through voting", **Teacher Banza, Singino Primary School-Kilwa**



left), students' members of the Good School Committee receive training as part of the GST rollout. (right), same members with the voted best teacher of the month

Child Protection

HakiElimu has improved child protection across 99 schools in 17[7] districts. In the period under review, HakiElimu has facilitated Friends of Education to work with all 32 schools to establish P-VAC Reporting and Responses Boxes called 'SAUTI YANGU' (My Voice). The Reporting and Response Boxes have provided an anonymous platform for children to report violence and challenges affecting their learning experience. Since the introduction of the Boxes, a total of 50 cases, (12 on corporal punishments, 32 on bullying by peers and six on sexual harassment/rape) have been reported by 50 students (45 girls and 5 boys). In addressing the

6 Is a school based innovative methodology created to help educators and students explore what makes a healthy, vibrant, and positive school and guide them through a process to create their vision for a good school the methodology was developed by Raising Voices and tested in 21 schools in Uganda, against 21 control schools. HakiElimu adopted it and customized to Tanzanian context, piloting it in eight schools before scaling.

7 Mkuranga, Kilwa, Masasi, Tunduru,Tabora, Kigoma, Mpwapwa, Korogwe, Iramba, Moshi, Simiyu, Ukerewe, Serengeti, Arusha, Babati TC, Geita, Sumbawanga

reported cases, 43 cases were dealt at school level while five were referred to District Social Welfare Office and two to the Police Gender Desk for further action.

Apart from addressing reported cases on violence, the "SAUTI YANGU" boxes have also helped police gender desks and social welfare officers to realise the need for them to provide better support to schools on issues of child protection, reporting and psychosocial support to survivors. HakiElimu through Friends of Education has also helped 17 schools to develop child protection by-laws and improved working relationship between police gender desks, social welfare teams and schools in addressing VAC in schools.



(left) Members of the Gender and P- VAC Clubs opening the "SAUTI YANGU" box (right) members going through issues reported through "SAUTI YANGU" box

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

The level of citizen participation (especially women) in various governance sectors in Tanzania is poor. HakiElimu continues to ensure citizens are informed, organised, and engaged in critical problem solving, monitoring, governance, and provision of quality education.

6.2.2 Outcome 2: Activities and Results Achieved

Strengthening and expanding the Friends of Education movement

HakiElimu continues to expand and strengthen its network of Friends of Education through capacity building and support to organise and engage education stakeholders. In the period under review, Friends of Education continued to mobilise community and stakeholders' contributions to address education challenges in their respective schools. As a result, a total of 20 projects to improve learning environments were completed in 20 schools, benefiting 14,499 students (4,849 boys and 9,650 girls). A total of TSH 18 million were contributed by community in implementing these projects. Apart from mobilising community, Friends of Education played a supervisory role in the project implementation.

HakiElimu provided 3,000 Friends of Education with a brief report on the "The Education We Want" and "The State of Violence Against Children in Tanzania Mainland" among other printed materials. This information allowed Friends of Education to have needed information to engage in various education

dialogues, including preparation of the community radio programs in their respective districts.

Citizens informed and taking action to address education challenges, including addressing gender inequality andVAC

During this reporting period, HakiElimu trained 129 teachers (65 matrons and 64 patrons) in 99 schools in Theatre for Development (TfD) methodologies. The teachers subsequently trained 1,980 (1,485 girls, 495 boys) gender champions.



(lef) A teacher training on Theatre for Development and (right) students performing during Theatre for Development event

As a result of the training, gender champions identified 9 issues that they will advocate through TfD. These are poor parenting, life hardships, child marriages and child pregnancies, globalisation, undervalue of education, harmful customs and traditions, poor learning environment, and economic empowerment. Gender Champions have conducted a total of 50 TfD performances to raise such awareness among 20,000 participants (13,000 female and 7,000 male) across 16 districts[8].

HakiElimu continued to call for action from community members to address sexual violence against girls. In the period under review, HakiElimu's campaign focused on evidence-based communication to prevent sexual and gender-based violence in school settings using interpersonal communication approaches and mass media. HakiElimu conducted 16 community dialogues in Masasi, Sumbawanga, Tabora and Ukerewe and 16 face -to -face meetings in project schools. A total of 719 girls participated in the training and learned how to report incidents of violence.

HakiElimu disseminated 600 reflective jackets to boda-boda drivers with messages to prevent gender-based violence in school settings, and held a short film screening event in Ukerewe District. The film "Naiwa", portrayed the barriers to education among girls, and was seen by 300 (120 male, 180 female) community members.

Improving citizens' understanding of gender equality and child protection

HakiElimu has improved understanding and awareness among LGA officials, school leadership and citizens on gender equality and child protection through district-level dialogues on stakeholders' roles and responsibilities in implementing the National Plan of Action to End Violence Against Women and Children (NPA-VAWC). A total of eight dialogues were conducted in eight districts (Korogwe, Kigoma, Iramba, Mpwapwa, Moshi DC, Tabora, Kilwa and Masasi) reaching a total of 608 stakeholders (345 males and 263 females); 71 village/ward leaders, 64 head teachers, 35 ward education officers, 175 parents,78 school

8 Kigoma, Tabora,Iramba, Mpwapwa, Korogwe, Mkuranga, Kilwa, Tunduru, Masasi, Serengeti, Bariadi, Sumbawanga, Geita, Ukerewe, Arusha and Babati

committee/Board members, 78 matrons/patrons, 35 councillors, 36 Friends of Educations and 36 district officials. The dialogues came with key deliberations mainly on strengthening child protection committees in each village, establishing more by-laws to protect children against violence, holding regular meetings to share experiences, challenges and action taken to reduce violence against children across all 32 schools. All 40 villages prepared Action Plans to support the implementation of NPA-VAWC. The deliberations from the dialogues and improved implementation of the NPA-VAWC will improve safety and, ultimately, the learning experience of 24,300 children (12,400 girls and 11,900 boys) in 32 schools.



Gender and P-VAC dialogues in Moshi DC

Raising awareness through media

In the period under review, HakiElimu ran a media campaign to raise awareness on gender-based violence in school settings, and promote parents' participation in the prevention of violence against children, and support improvements of school infrastructures. HakiElimu conducted 32 radio talk shows through eight radio stations[9] across eight districts (Tabora, Kigoma, Mpwapwa, Korogwe, Moshi, Iramba, Masasi and Kilwa) using a total of 780 minutes and reaching about 13,160,000 citizens. Likewise, HakiElimu continued its campaign on re-entry by re-broadcasting one TV spot on a national TV station with a total of 106 airtime minutes. A total of 15,000,000 people were reached with the TV spots.

HakiElimu leverages the use of social media platforms to advance advocacy messages and information on girls' education, child protection, education reforms, school infrastructure, pre-primary education, education budget, learning assessment and about internal and external events. HakiElimu produced and shared 1,439 messages[10] reaching about 7.3 million accounts (2.6 million on Twitter, 3.4 million on Facebook, and 1.3 million on Instagram). HakiElimu's social media accounts continue to attract the public as platforms for information sharing and advocacy. In this period, we have recorded 22,500 new followers (16,300 Twitter, 3,600 Facebook, and 2,600 Instagram), making a total of 541,000 followers in our three platforms (Facebook 326,800, Twitter 141,700, and Instagram 72,500).

9 Uyui FM-Tabora, Korogwe FM-Korogwe, Dodoma FM-Mpwapwa -Kili FM Radio-Moshi, Standard FM-Iramba, Newala FM-Masasi, Mshujaa FM-Kilwa

10 133 messages were on child protection, 29 on education budget, 160 on education reforms, 452 on girl's education, 322 on various HakiElimu events, 56 on Inclusive education, 188 on teachers and teaching, 20 on learning assessment, 50 on learning environment and 29 on pre- primary education.

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

One of the key hinderances in improving quality education in Tanzania is great discrepancies in planned versus actual expenditure in the national education budgets along with mismanagement of funds. HakiElimu has been advocating and campaigning for transparency and accountability in the use of public resources to foster an effective public service delivery system.

6.3.1 Outcome 3: Activities and Results Achieved

Advocating for citizens' needs and demands

The Government responds to the demand on improving learning environment

Since the beginning of the 2017-2021 Strategic Plan, HakiElimu has been advocating for a gender- sensitive, protective and friendly teaching and learning environment. In this reporting period, HakiElimu advocated for government to improve on learning environment for primary and secondary schools by publishing pre-budget statements showcasing the magnitude of the challenge and calling for more investment in education.

HakiElimu used the parliamentary budget engagement sessions in 2021, to influence members of the Parliament to advocate for and speak to the government to allocate over TSH 400 Billion in Financial year 2021/2022 to construct at least 20,000 classrooms for primary schools to reduce the shortage of 82,200 classrooms (BEST 2020). To curb this shortage, HakiElimu proposed the same investment to be done for next three financial year up to 2023/24.

In response to HakiElimu's and like-minded organization and stakeholders contribution in 2021, the Government constructed 12,000 classrooms countrywide, thus enabling 600,000 primary education leavers of 2021 to access lower secondary education in 2022. Between 2017 and 2020 an average of 150,000 students have been missing opportunities to join secondary education due to a shortage of classrooms.

HakiElimu's advocacy for education budget in 2021 influenced planning within the President's Office-Regional Administration and Local Government (PO-RALG) and made them commit to the Parliament to support girls' education by constructing 26 boarding schools for girls in 26 regions which will accommodate between 26,000-31,200 girls in 2021/2022. The Government has allocated TSH40 billion to begin the construction of 10 boarding schools and TSH 200 billion to construct 300 lower secondary schools, which will accommodate 300,000 students.

Training provided to MPs, and LGAs on gender- sensitive budgeting and planning

HakiElimu trained 15 MPs and 55 (25 F, 30 M) LGA officials from the 12 districts on gender sensitive budgeting and planning. The LGA members included planning officers, district education officers, community development officers, social workers, and district executive officers. After the training, all 12 districts developed action plans to address gender issues in the budget planning for 2022/2023, which began in November 2021.



Local Government officials attend Gender Responsive Budgeting-Training organised by HakiElimu

Partnerships and collaboration to improve transparency and accountability

Regional Learning Partnership

HakiElimu continued to partner with other organisations through learning platforms, with the purpose of sharing lessons, best practices, challenges and approaches for successful accountability and policy influencing. Since 2019, HakiElimu took on the leading role as the Tanzania's hub for the Regional Education Learning Initiative (RELI)[11], to facilitate all learning activities and production of learning outcomes. In the period under review, HakiElimu supported teachers' development and thematic groups to adapt Teaching at the Right Level (TaRL)[12] approach. The Thematic Group developed teachers' guide on teaching numeracy and literacy, developed and digitised 60 *Aya (poems)* to support teaching numeracy and literacy in early grades. These materials have been piloted and preparations are underway for sharing with the Ministry of Education, Science and Technology for adoption and usage in teaching numeracy and literacy in early grades.

HakiElimu also trained five organisations (OCODE, SAWA, MTWANGONET, CST, SEFDED) who are members of the accountability thematic group on advocacy and policy influencing. The training equipped members on public policy analysis, development of advocacy agenda, designing and implementation of advocacy campaigns. After the training, the accountability thematic group developed advocacy agenda and plans to engage government officials at district level to campaign for effective use and monitoring of capitation grants at the school level. HakiElimu also supported the values and life skills cluster to prepare a position paper on Life Skills education, which puts more emphasis on the need to include it as a standalone subject in the basic education and teacher training curriculum.

Open Budget Survey

HakiElimu continued to partner with the International Budget Partnership (IBP) to promote budget transparency at the national level through the Open Budget Survey (OBS) and conducted the 8th round of the Open Budget Survey (OBS). In this reporting period, HakiElimu completed the survey of OBS and submitted the report to IBP for review. The results of OBS are expected to be published in the first half of 2022, and HakiElimu will use the findings to advocate for recommendations to improve budget transparency in Tanzania.

11 The Regional Education Learning Initiative (RELI) is a member-driven initiative founded in 2017. It is a peer learning collaborative network of organisations that work on improving learning outcomes in East Africa – especially for the most disadvantaged. RELI's goal is to empower its members to become effective, influential organizations through peer-to peer collaborations and learning and joint policy engagement. Membership is by invitation and brings together a diverse, energetic and impactful group of members from across Kenya, Tanzania and Uganda.

12 Teaching at the Right Level (TaRL) is an evidence-backed educational approach that helps children develop basic reading and mathematics skills.

Capacity building to CBOs on accountability and transparency

HakiElimu mentored eight partners (5 from Uganda, 3 from South Sudan) on how to implement advocacy strategies that they developed as a result of capacity building received from HakiElimu. Also, HakiElimu organised a learning convening for Tanzania partners (SEMA, MPDI and OCODE) to share their experience in implementing advocacy strategies. The partners have so far picked issues regarding girls' education, youth employment, livelihood, and inclusive learning environment as key areas for their advocacy campaigns. The advocacy is done at local levels through Local Government Authorities and at National level where they use media platforms, strategic meetings, and engagements to address issues around the key advocacy areas, especially where policy or legal reforms are needed. SEMA, an Organisation in Singida for instance, through advocating for youth employment and livelihood, succeeded in convincing the Local Government Authority to allocate arable land for youth groups who were unemployed and had an interest in farming.

Support to strengthen Tanzania Education Network (TEN/MET)

HakiElimu continued to cooperate with TEN/MET. In the period under review. HakiElimu as a member of the National Organising Committee, supported TEN/MET to organize and participate in the 2021 General Action Week for Education (GAWE) under the theme, "Financing Education Systems for Sustainable Development". The event was hosted in Rorya District, Mara Region. HakiElimu contributed TSH 3 million to complete the construction of seven classrooms at the Obwere Primary School, contributing to the total amount of the TSH 30.9 raised by TEN/MET. The classrooms will benefit about 2000 students.

6.4 Outcome 4: The Organisation's capacity for effective programme implementation strengthened

6.4.1 Monitoring, Evaluation, Accountability and Learning (MEAL)

HakiElimu continued to monitor programme implementation to ensure delivery of results and collect lessons to inform programme implementation and design. During this period, two key MEAL activities were implemented:

Mid-term review of the 2017-2021 Strategic Plan

HakiElimu finalised the mid-term review, and the report was submitted to Development Partners (DPs). The report was also used to inform the development of HakiElimu's 2022-2026 Strategic Plan.

End-line evaluation of the Mwanzo Mzuri Project

HakiElimu also conducted an end-line evaluation for the Mwanzo Mzuri project, which phased out in May 2021. The evaluation revealed how HakiElimu interventions have improved teaching and learning in pre-primary schools, particularly in Iramba, Kilosa and Mpwapwa Districts. Findings of the evaluation were shared with the Ministry of Education, Science and Technology and Presidents Office Regional Administrative and Local Government and are being used to inform HakiElimu's advocacy on pre-primary education. Lessons from the Mwanzo Mzuri project have been used in designing the 2022-2026 Strategic Plan.

End-line evaluation for the Evidence Based Communication (EBC) Project

HakiElimu conducted an end -line evaluation for the EBC project, which was phased out in the last quarter of 2021. The evaluation revealed effective communication platforms and communication messages in addressing violence against children to different groups. The study also highlighted key lessons and provided recommendations relevant to the future implementation of similar projects.

6.4.2 Effective leadership, governance and quality assurance

In the period under review, HakiElimu continued to strengthen partnership and facilitate strategic advocacy for education policies. Below are some of the nortable achieved strategic activities and results.

Development of the new 2022-2026 Strategic Plan

The year 2021 marks the end of the current 2017-2021 Strategic Plan. HakiElimu completed the development of the new Strategic Plan with effective participation of all key stakeholders. The development of the new SP involved a series of stakeholder consultative meetings. The consulted stakeholders include government officials at national and district levels, community members/parents, students, development partners and CSOs working in the education sector. There were also meetings with all Members and a joint retreat meeting involving Members and staff. The ideas obtained from these meetings ensured the new Strategic Plan not only reflects HakiElimu's priorities but also addresses the gaps in Tanzanian education sector.



(Sitting) HakiElimu Board Chairperson, Ambassador of Sweden to Tanzania, Deputy Permanent Secretary MoEST, HakiElimu's Executive Director. (Standing)HakiElimu staff, during the 2022-2026 Strategic Plan launch at the Hyatt Regency Kilimanjaro Hotel, Dar es Salaam

Commemoration of the HakiElimu 20th Anniversary

The year 2021 marked 20 years since HakiElimu was established. HakiElimu held a 20th anniversary event in honouring this key milestone. The event was accompanied by the launch of HakiElimu's book **"Our Journey"** detailing HakiElimu involvement in the education sector for the past 20 years. The book gives an account of the success, challenges and lessons learned over the years and provides an overview of the organisation's future plans towards improving access and quality of education for all.



Some founder members of HakiElimu in a joint photo with the Executive Director (second from left) during HakiElimu's 20th Anniversary

Board Meeting and Annual General Meeting (AGM)

HakiElimu conducted two statutory Board meetings, the first one in March 2021 and the second in September 2021, as well as one AGM in April 2021. The purpose of the meetings was to review and approve HakiElimu's annual and semi-annual reports, plans, and budgets and discuss 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.

Meeting with the Development Partners (DP)

HakiElimu's approach to working with Development Partners is collaborative and open. In the period under review, HakiElimu conducted one meeting with DPs to review programmatic and financial progress for the year 2020 and discuss HakiElimu's plans and priorities for the coming period of implementation.

6.4.3 Financial Performance and Administration

Income from the Development Partners

HakiElimu had experienced significant funding growth over the first four years of the strategic period. However, 2021 marked a significant decline in total funds raised and in core funds, as shown in Figure 3. In 2021, HakiElimu generated about 2 million USD of which only 34% was core funding.

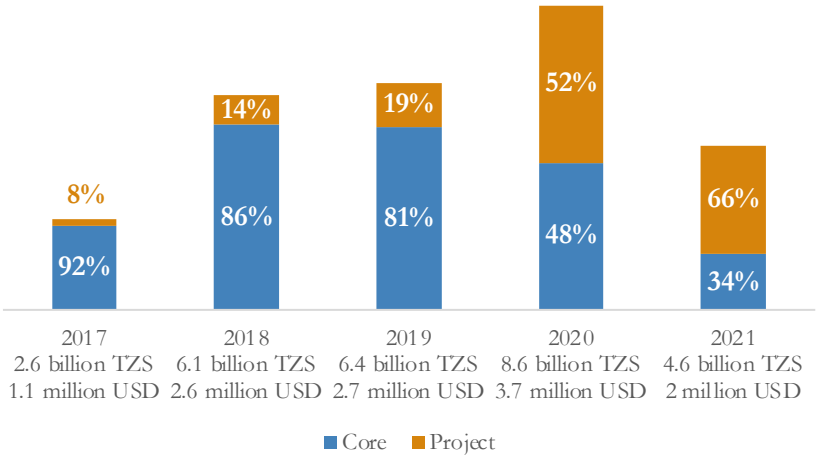
The reasons for this sudden decline include:

- The end of HakiElimu's long term partnership with Sida, who had contributed unrestricted funding, accounting for an average of 30% of HakiElimu's annual budget in previous years.
- Termination of the agreement with UKAid through the AcT II Programme due to the economic impact of COVID-19 in the UK and reduction in global aid commitments from 0.7% to 0.5%. The AcT II funding was an unrestricted income, contributing to 19% of HakiElimu's 2020

budget. While HakiElimu signed a new agreement with KPMG AcT II at the end of 2021, the value of that contract was significantly less than in previous years.

- Project funding from UKAid through HDIF came to an end in 2021 and HakiElimu had not secured funding to scale-up the project beyond the pilot phase.
- Global Affairs Canada funding is based on expenditure, and due to delays in project implementation, funds planned for disbursement in 2021 were shifted to 2022.

Figure 3: Total income by year-project vs core



Total income by year (core vs project)

Financial Management

HakiElimu has continued to strengthen its financial management and internal control system and in 2021 continued to have a clean audit report.

Human Resources Management

HakiElimu was forced to reduce the number of staff due to funding constraints. A total of nine people whose contracts ended on 30th June were not retained. With great pain HakiElimu lost the Head of Support Services and Finance who passed away, while two staff from the same department resigned.

07



Challenges, Lessons Learned and the Way Forward

Development Partners cut budget due to COVID-19

In the late 2020, HakiElimu received notification from FCDO and KPMG that UKAID planned to make significant budget cuts due to the economic impact of COVID-19 in the UK. HakiElimu had to return approximately 100,000 GBP to the donor, thus compeling to cancel a number of activities in the annual plan, including the research on the longer-term impact of COVID- 19 on children's learning and school performance. Other activities, such as the media campaigns, had to be terminated early.

Barriers to implementing activities

HakiElimu faced delays in the implementation of the field-related activities due to 21 days mourning period following the death of the late President Magufuli. Likewise, wave two of the COVID-19 pandemic led to office closure for one month leading to a slowdown in the implementation of field activities.

Changes in the country leadership had huge influence in achieving results

In the first quarter of 2021, Tanzania experienced changes in the Government following the sudden death of President John Magufuli. The current President, Samia Suluhu Hassan was sworn into power shortly after. The new Government declared the education sector as one of its top priorities. This declaration was followed by an announcement to kick-start the ETP 2014 review process, allowing teen mothers to return to school and invest in construction of 12,000 classrooms, among other issues to be addressed in the education sector. These are among key issues HakiElimu advocated in the 2017-2021 Strategic Plan. Based on what happened as a result of the changes in leadership in the education sector, HakiElimu have learned that;

- There are some key changes in the education system that are politically motivated and are implemented without enough evidence and wider consultation of key education stakeholders

- There is a need and urgency to advocate for democracy in Tanzania. Under the current system

top leaders have power to make decisions based on what they think is best for citizens rather than what citizens thinks is best for themselves. On the other hand, individuals at different levels of the Government are implementing directives from top leaders or working to impress them and this may be a challenge in promoting transparency and accountability.

Community Radio is an effective platform to advocate for prevention of violence against children

The evaluation of Evidence Based Communication Project revealed that, Community Radio was the most effective communication channel for reaching community members with messages on prevention of violence prevention. Community Radio and improved timing (especially for students) of the Radio Programs/spots had great potential of reaching a wider community compared to TV and other communication platforms. HakiElimu will use this lesson in designing and prioritising future campaigns, especially those targeting community members and students.

08

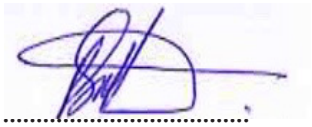


Annex

AUDITED FINANCIAL STATEMENT FOR THE YEAR ENDED 31 ECEMBER 2021

		31-Dec	31-Dec
		2021	2020
ASSETS	**Notes**	**TZS "000"**	**TZS "000"**
Non-current assets			
Property, plant and equipment	6	2,241,905	3,557,667
Intangible assets	7	48,360	14,726
Total Non-current assets		**2,290,265**	**3,572,393**
Current assets			
Cash and cash equivalents	8	1,161,151	3,026,090
Staff imprests and advances		13,402	17,116
Prepaid expenses		13,905	4,165
		1,188,458	**3,047,371**
Total assets		**3,478,723**	**6,619,764**
RESERVES AND LIABILITIES			
Reserves			
Accumulated funds		1,959,753	268,800
Capital grants		52,080	87,446
Revaluation Reserve		292,415	3,230,130
Total reserves		**2,304,248**	**3,586,376**
Current liabilities			
Tradet and other payables	9	354,956	466,282
Deferred revenue grants	10	816,670	2,564,257
Provisions		2,849	2,849
		1,174,475	**3,033,388**
Total reserve and liabilities		**3,478,723**	**6,619,764**

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



Mr Richard Mabala

Chairperson

Date: 04/05/2022



Dr John Kalage

Executive Director

Date: 04/05/2022

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2021

	Notes	31-Dec 2021 TZS "000"	31-Dec 2020 TZS "000"
INCOME			
Revenue grants	10	**6,454,543**	6,644,656
EXPENDITURES			
Outcome One: Improved Education System that promotes Equity; Inclusive & Effective Learning		**(1,036,428)**	(1,199,972)
Outcome Two: Citizens Informed; Organized and Engaged in Critical Problem Solving, Governance & Provision of Equity		**(1,287,563)**	(599,782)
Outcome Three: Government & Stakeholders are Responsive & Accountable to Provide Inclusive/Quality Education		**(186,829)**	(221,139)
Outcome Four: Organization Capacity for Effective Program Implementation Strengthened		**(1,297,753)**	(690,931)
Program Staff Costs		**(745,376)**	(1,559,052)
Outcome Four: Leadership, Governance and Quality Assurance		**(1,104,296)**	(1,154,848)
Outcome Four: Support Services and Finance		**(757,907)**	(1,080,851)
Depreciation and amortisation charge		**(143,482)**	(138,081)
Revaluation loss	6(b)	**(27,010)**	-
Total Expenditure		**(6,586,644)**	**(6,644,656)**
Deficit for the year		**(132,101)**	-
Other comprehensive income			
Revaluation loss	6(b)	**(1,114,661)**	-
Total comprehensive loss		**(1,246,762)**	-

STATEMENTS OF CHANGES IN NET ASSETS FOR THE YEAR ENDED 31 DECEMBER 2021

	Accumulated Fund	Capital Grants	Revaluation Reserve	Total
	TZS "000"	TZS "000"	TZS "000"	TZS "000"
At 1 January 2021	268,800	87,446	3,230,130	3,586,376
Additions for the year:				
Net deficit	(132,101)		-	(132,101)
Capital grants received	-	3,025	-	3,025
Released to revenue grant (depreciation)	-	(38,391)		(38,391)
Release of revalution surplus	1,823,054	-	(1,823,054)	-
Other comprehensive income - Revaluation loss	49,552	-	(1,114,661)	(1,114,661)
At 31 December 2021	**1,959,753**	**52,080**	**292,415**	**2,304,248**
For the year ended 31 December 2020	**Accumulated Fund TZS "000"**	**Capital Grants TZS "000"**	**Revaluation Reserve TZS "000"**	**Total TZS "000"**
At 01 January 2020	**268,894**	**84,553**	**3,331,629**	**3,685,076**
Additions for the year		35,730		35,730
Released to revenue grant (depreciation)		(138,081)		(138,081)
Adjustment of gain on disposal		47,389		47,389
Reallocation of capital grants	(57,855)	57,855		-
Charge on revaluation			(101,499)	(101,499)
Adjusted to deferred revenue grants	57,761			57,761
At 31 December 2020	**268,800**	**87,446**	**3,230,130**	**3,586,376**

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

P.O Box 79401, Dar es Salaam, Tanzania
Tel: +255 (0)22 2151852/3 Fax:+255 (0)22 2152449
Email: info@hakielimu.or.tz
Website: www.hakielimu.or.tz

@hakielimu