HakiElimu Inapotosha Elimu?

Mkusanyiko wa Habari, Makala, Tahariri, Barua na Matamko



hakielimu

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Rakesh Rajani, Editor

hakielimu

Shukrani
HakiElimu inatoa shukrani za pekee kwa vyombo vya habari vilivyoruhusu kuchapishwa upya kwa habari zilizopo katika kitabu hiki.

Vilevile tunazishukuru taasisi mbalimbali za kitaifa na kimataifa zilizotoa matamko kuunga mkono kazi za HakiElimu na wananchi waliotoa maoni yao kwa uwazi kupitia vyombo mbalimbali vya habari nchini.

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Also, we appreciate the many local and international organizations that spoke out in support of HakiElimu. Our deepest gratitude goes to the thousands of courageous citizens who openly presented their views and opinions by writing to us through various media outlets in the country.

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The views herein are of the individual authors/newspapers/organisations as the case may be and do not necessarily represent the position of HakiElimu or its partners.

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Dibaji

Mwishoni mwa mwaka 2005, iliyokuwa Wizara ya Elimu na Utamaduni iliipiga marufuku HakiElimu kufanya na kuchapisha taarifa/ripoti yoyote kuhusu shule za Tanzania. Agizo hilo lilitolewa na Wizara hiyo na kusambazwa kote nchini kupitia Waraka wake Namba 5 wa 2005.

Wizara ya Elimu na Utamaduni ilitetea uamuzi wake ikidai kwamba kazi za HakiElimu zilikuwa zikibeza na kudhalilisha juhudi za Serikali katika kuboresha elimu na kuushushia hadhi mfumo wa elimu. Hata hivyo, msimamo wa HakiElimu ni kwamba shirika linafanya kazi kwa kuzingatia sheria za nchi na kwamba shughuli zake zinaendana na vifungu vya msingi vya Katiba ya nchi na madhumuni ya usajili wa shirika.

Kufuatia agizo hilo la Wizara, habari zilichapishwa na waandishi mbalimbali, zikiibua maswali ya msingi kuhusu uhusiano baina ya Serikali na asasi za kiraia, uhuru wa kujieleza na maana ya maendeleo ya elimu nchini. Mjadala huo pia uliibua mjadala wa kitaifa na kimataifa miongoni mwa taasisi za kiraia kuhusu masuala ya elimu, demokrasia na jukumu la taasisi za kiraia katika kuiwajibisha Serikali.

Kitabu hiki ni mkusanyiko wa habari, makala, tahariri, katuni, barua na matamko mbalimbali kuhusu agizo hilo. Ni mkusanyiko wa baadhi ya mamia ya taarifa mbalimbali zilizochapishwa na magazeti ya Tanzania. Mkusanyiko huu umejaribu kuzingatia taswira na maoni mbalimbali ya waandishi ambayo yalichapishwa magazetini.

Taarifa zilizomo katika kitabu hiki hazikuhaririwa upya. Zimechapishwa kama zilivyoandikwa na taasisi pamoja na vyombo vya habari husika. HakiElimu imezikusanya habari hizi kwa lengo la kurahisisha upatikanaji wa taarifa na pia kuweka kumbukumbu juu ya suala hilo.

HakiElimu inavishukuru vyombo vya habari vilivyoruhusu kuchapishwa upya kwa habari zilizopo katika kitabu hiki. Hata hivyo, baadhi ya vyombo vya habari havikuruhusu habari zake kutumiwa katika kitabu hiki. Kwa kuheshimu uamuzi wao, HakiElimu haikuchapisha habari hizo.

Vilevile tunazishukuru taasisi mbalimbali za kitaifa na kimataifa zilizotoa matamko kuhusu suala hii. Tunawashukuru pia wananchi waliotoa maoni yao kwa uwazi kupitia kwenye redio, luninga, barua pepe na vyombo vingine vya habari nchini.

Mpaka hapo ni juu yako ndugu msomaji. Tunatumaini kwamba mkusanyiko huu wa taarifa mbalimbali utakusaidia kung'amua umuhimu wa mjadala huu na mafundisho yake kwa jamii ya watanzania.

Preface

In late 2005, the then Ministry of Education and Culture interdicted HakiElimu from undertaking and/or publishing any studies relating to the Tanzania education system.

The directive was given by the Ministry and distributed throughout the country via its Education Circular No 5 of 2005. The Ministry of Education and Culture justified its decision by claiming that HakiElimu activities belittled government efforts and disparaged the image of education. However, HakiElimu's stand was that it works within the laws of the land, its engagement is consistent with fundamental constitutional articles and the memorandum of its incorporation.

The Ministry's decision provoked national and international debate on issues of education, democracy and the role of civil society in holding government to account. Broad media coverage raised basic questions and debate on the relationship between the Government and civil society on freedom of expression and development of education in the country.

This book is a compilation of media news stories, features, editorials, cartoons, letters and statements on the directives. It presents a selection of some of the hundreds of articles that were published in Tanzanian newspapers. The selection reflects the diversity of viewpoints that were published. The main purpose of producing this book was to provide easy reference for researchers, advocates and the public to the material so as to promote further reflecting learning and debate.

The reports and articles reproduced in this book have not been re-edited. They are published in their original version as written by the relevant media institutions. HakiElimu thanks all media organizations who granted permission to republish these articles. Articles from media organizations that did not grant permission are not included here.

We appreciate the many national and international institutions that issued statements on this matter. We also thank the many citizens for giving their views openly through radio, television, e-mail and other forms.

Now it is up to you, the reader. We hope that this collection will help you determine the relevance of this exchange and debate, and its lessons for Tanzania.

Utangulizi
Jenerali Ulimwengu

Mnamo tarehe 8 Septemba 2005, Wizara ya Elimu na Utamaduni ilipotoa agizo la kulipiga marufuku shirika lisilo la kiserikali la HakiElimu kujihusisha na kuchapisha jambo lolote lile linalohusu mfumo wa elimu nchini Tanzania, mjadala mpya na muhimu wa kitaifa uliibuka nchini kote kuhusu suala hilo.

Wizara ilitetea uhalali wa uamuzi wake huo kwa kudai kwamba haki za kielimu ilizokuwa nazo HakiElimu, baada ya muda fulani, zilianza kujaribu kudunisha na kudhalilisha juhudi za serikali zilizokuwa zikilenga katika kuboresha mfumo mzima wa elimu nchini na kuumbua au kuushushia hadhi mfumo huo mzima ikiwa ni pamoja na taaluma nzima ya ualimu nchini.

Amri ya kulipiga marufuku shirika hilo ilikuja mara tu baada ya aliyekuwa Waziri wa Elimu na Utamaduni wa wakati huo, Joseph Mungai kueleza hadharani kukerwa kwake na ripoti iliyotolewa na HakiElimu mwezi Julai mwaka jana lilivyozipitia tafakari sita zilizofanywa na Serikali kuhusu miaka mitatu ya utekelezaji wa Mpango wa Maendeleo wa Elimu ya Msingi nchini (MMEM), na kisha kuutolea Ripoti.

Ripoti hiyo ya HakiElimu iliitwa, *Three Years of PEDP (Primary Education Development Plan): Key Findings from Government Reviews.*

Pamoja na kutambua na kutaja vipengele vyote vile vya mpango huo vilivyofanikiwa kiutekelezaji kama vile ongezeko muhimu katika idadi ya wanafunzi walioandikishwa mashuleni na katika uajiri wa walimu, ripoti hiyo ya HakiElimu ikataja dosari na matatizo kadhaa kuhusiana na ubora wa elimu itolewayo mashuleni, dosari za kiutendaji na masuala ya udumishaji wa mambo yale mazuri yanayofanywa mashuleni.

Pamoja na wizara hatimaye kulipiga marufuku shirika la HakiElimu, hiyo haikuwa mara ya kwanza kwa wizara ya elimu kuonesha kukerwa kwake na utendaji kazi wa kiutetezi uliokuwa ukifanywa na shirika hilo. Mapema kabla ya hapo, Waziri wa Elimu na Utamaduni aliyalalamikia matangazo ya shirika hilo yaliyokuwa yakirushwa na televisheni na yaliyokuwa na lengo la kuwapa wananchi mwamko kwa kuonyesha matukio mbalimbali na tabia za baadhi ya wadau wa elimu nchini kama vile wanafunzi, walimu, kamati za shule na mamlaka za serikali, mienendo mbalimbali isiyo sahihi (critiquing negative trends) na likitoa vielelezo halisi vya jinsi mambo hayo yangeweza kuboreshwa.

Suala lingine lililozua mjadala, lilikuwa ni shindano la uandishi wa insha lililoandaliwa na kuratibiwa na HakiElimu na Taasisi ya Kuzuia Rushwa (PCB),

ambapo wanafunzi walitakiwa kuandika insha zao kuhusu suala la utoaji rushwa katika uzoefu wao mashuleni, na hasa rushwa ile ya mapenzi ambayo imezungumzwa sana, ambapo wanafunzi wasichana wanashawishiwa kufanya mapenzi na walimu wao ili wapewe maksi nzuri kwenye masomo yao. Madai ya wizara ni kwamba zoezi kama hilo linawatia moyo wanafunzi kuandika kiubunifu lakini kwa uongo, na kwamba bado insha zao zinapewa hadhi ya kufanyiwa utafiti na shirika la HakiElimu, dai ambalo lilikanushwa na shirika hilo.

Madai ya wizara ni kwamba zoezi kama hilo linawatia moyo wanafunzi kuandika kiubunifu lakini kwa uongo, na kwamba bado insha zao zinapewa hadhi ya kufanyiwa utafiti na shirika la HakiElimu, dai ambalo lilikanushwa na shirika hilo.

Waziri Mungai alidai pia kwamba kupigwa marufuku kwa shirika la HakiElimu kulikuja baada ya shirika hilo kuonywa mara kadhaa na kuagizwa na serikali kuacha kuukashifu mfumo wa elimu nchini na taaluma ya ualimu, na shirika hilo kutojali kutilia maanani maonyo hayo, na kuendelea kutoa matangazo yake ya kashfa na kuchapisha matokeo "bandia" ya utafiti wake, ambapo kwa kufanya hivyo waliendelea kudhoofisha morali ya walimu na maafisa wengine nchini waliokuwa wakifanya kazi zao vizuri katika mazingira magumu.

Muda mfupi baada ya kutangazwa kupigwa marufuku kwa shirika hilo kupitia waraka wa wizara ya elimu No 5 wa mwaka 2005, uliotiwa saini na Afisa Elimu Kiongozi wa wizara, Ricky Mpama, Rais wa Jamhuri ya Muungano wa Tanzania, Benjamin W. Mkapa, akauwekea uzito uamuzi wa waziri wake huyo, kwa kutoa kauli nzito ya kuunga mkono kupigwa marufuku shirika hilo, wakati akifungua shule moja mjini Dodoma iliyopewa jina la Rais huyo.

Katika utamaduni wa kisiasa ambapo siku zote mkubwa hupewa sifa kwa mambo yote mazuri yanayotendeka, wakati vitendo vyovyote vibaya na maamuzi hasi huwaendea wale "waliomzunguka" kwa "kumshauri vibaya," kitendo cha Rais kuunga mkono uamuzi wa kulipiga marufuku shirika hilo kiliwafungua watu macho kwamba kumbe uamuzi ule haukusukumwa na hisia za mtu binafsi tu katika ngazi ya wizara, bali ulikuwa ni uamuzi wa kisera ulioambatana na mawazo ya wengi serikalini dhidi ya shughuli za mashirika ya kijamii na mashirika yasiyo ya kiserikali.

Upigwaji marufuku wa shirika la HakiElimu ueleweke katika mazingira haya. Ni nini wajibu wa serikali katika utoaji wa bidhaa kwa umma? Ni nini wajibu wa Jumuiya za kijamii katika kuonyeshwa kuridhishwa na juhudi za serikali na kuendeleza jitihada za kudai ushirikishwaji zaidi katika masuala ya kimaendeleo? Ni ubia upi unaofaa zaidi kati ya Serikali na jumuiya za kijamii katika jambo hilo? Na hata hivyo ni nani anayemiliki ajenda ya maendeleo? Haya ni baadhi ya masuala tunayotakiwa kuyajadili kiujumla hata pale tunapojadili uamuzi wa wizara kulipiga marufuku shirika la HakiElimu.

Mkusanyiko huu wa habari mbalimbali zilizoandikwa magazetini unatoa picha nzuri sana juu ya masuala gani yanaweza kuwemo kwenye mjadala huo. Taarifa za magazetini zinaelezea ni nini kilitokea, hatua gani wizara ilichukua na ilitoa uthibitisho gani kuhalalisha uamuzi wake huo, pamoja na majibu yaliyotolewa na HakiElimu katika kujitetea. Katika hilo unahusishwa pia uingiliaji kati uliofanywa na Rais Mkapa ambao ulilionge zea umuhimu mkubwa suala hili.

Waandishi mbalimbali wa magazeti, waandishi wa makala, waandishi wa kujitegemea na wataalamu wengine mbalimbali wanatoa maoni yao kwa namna moja au nyingine. Hatimaye, mkusanyiko huu unajumuisha kauli mbalimbali za vikundi vya kijamii na vile vinavyounga mkono mipango ya maendeleo iwe katika ngazi ya mahali taasisi hiyo ilipo, kimkoa au kimataifa katika kazi za utetezi.

Huu ni mkusanyiko toshelezi wa mawazo ya waandishi unaohusisha magazeti na majarida yote yale maarufu nchini, lakini pia yakiwemo na yale madogo madogo ambayo siyo maarufu sana. Kinachojitokeza, ukiondoa kwa watu wachache, ni kutoridhika kwa watu wengi nchini na hata kulaani kitendo cha wizara. Miongoni mwa wataalamu wote wa fani ya elimu nchini ambao walitoa maoni yao juu ya suala hilo, ni mmoja tu ambaye alitoa maoni yake akipinga shughuli za kiutetezi zinazofanywa na shirika la HakiElimu.

Kuna masuala ya kimsingi yaliyojitokeza miongoni mwa watoa maoni mbalimbali katika kurasa hizi. Labda la muhimu sana katika yote hayo ni suala la kikatiba. Wengi wa watu binafsi na vikundi vinavyohoji kitendo kilichofanywa na wizara wanafanya hivyo kwa misingi iliyomo ndani ya Katiba ya Jamhuri ya Muungano wa Tanzania, na hasa kifungu cha 18 ambacho kinamhakikishia kila mtu haki ya uhuru wa kutoa maoni yake, kujieleza na kupashana habari, ambavyo haviwezi kuondolewa na sheria yoyote nyingine kama ile ya Elimu ya mwaka 1978.

Ni wazi na inatia moyo kwamba vikundi vya kijamii na watu binafsi wanaoguswa na masuala ya utawala bora, wanazidi kupata mwamko wa haki zao za kikatiba na kuitumia Katiba ya nchi kama msingi wao katika kudai na kupata haki hizo. Masuala ya kikatiba na kisheria yatapata umuhimu zaidi nchini kadri tunavyipita miongo ya utawala dhalimu wa maamuzi ya kidikteta na wananchi kuanza kuingia taratibu katika utawala wa mashauriano na mgawanyo wa madaraka wa kidemokrasia.

Safari hii ya taratibu itasukumwa na hali ya kutoshawishika tunayoiona katika mjadala huu unaoendelea, ambapo sauti kubwa na ya wengi imesikika kulitetea shirika la HakiElimu lakini bila viongozi wa Serikali kuguswa na sauti hizo au kustuka, wakiwa wameamua kuuzorotesha mjadala huo badala ya kushiriki katika mabadilishano ya mawazo kwa pande mbili husika.

Ni dhahiri kwamba kazi iliyopo mbele yetu bado ni kubwa na ngumu, na kwamba mapambano makali na mazito zaidi yatabidi kuwepo kabla hatujaukomboa uwanja ambapo mazungumzo ya wazi na ya bila kufichana itabidi yafanyike kwa faida ya maendeleo yetu na safari ya kusonga mbele.

Kupitishwa kwa sheria ya Mashirika yasiyo ya Kiserikali, ambayo ilipitishwa miaka kadhaa iliyopita, licha ya malalamiko mengi ya kuipinga kutoka kwa vikundi vya kijamii, pekee ilikuwa ni dalili ya wazi ya hatua za kikatili na za kiuonevu ambazo Serikali ilikuwa inadhamiria kuzichukua ili kuyazimisha mawazo ya watu wengine yanayotofautiana na ya kwake. Na kwa kweli sheria hiyo, mbali ya kujiundia mfumo wa kisheria ili kuchukua hatua kama ilizochukua dhidi ya shirika la HakiElimu, ilikuwa pia ni jaribio la kutaka kusadikisha hatua kama hiyo iliyopata kuchukuliwa dhidi ya shirika lingine la kijamii machachari na lenye nguvu la BAWATA ambalo nalo lilipigwa marufuku karibu miaka kumi iliyopita.

Hatua kama hizo huchukuliwa na Serikali ikiwa inaelewa fika kwamba wanaohusika wana nafasi finyu sana ya kufanyiwa marekebisho kwa hatua hiyo iliyochukuliwa dhidi yao.

Katika suala la BAWATA, pamoja na mafanikio yake makubwa katika harakati zake za kupinga mahakamani uamuzi wa Serikali kulifungia, kesi hiyo ingali inaendelea kunguruma mahakamani hadi hivi sasa kutokana na serikali kukata rufaa.

Ni dhahiri Waziri Mungai alipoitaka HakiElimu kulipeleka suala lao mahakamani alikuwa na mawazo ya kulifisha kama lilivyofifishwa suala la BAWATA hivi sasa? Badala ya kuishauri HakiElimu kutumia mkondo wa kisheria, kwa nini yeye na wizara yake hawakuamua kufuata mkondo huo huo wa kisheria kwanza katika kutafuta uamuzi wa kimahakama kuhusu uhalali wa shughuli za kiutetezi zilizokuwa zikiendeshwa na shirika la HakiElimu.

Katika makala mbalimbali zilizokusanywa katika kijitabu hiki, masuala ya haki na kutokuwa na upendeleo yanajitokeza. Moja ya suala kama hilo linahusu chanzo chenyewe cha matokeo ya chunguzi mbalimbali zilizofanywa na HakiElimu. Kama kichwa cha habari kinavyosema, matokeo hayo yalitokana na tafakari zilizofanywa na, miongoni mwa watu wengine, maafisa wa Serikali.

Ni muhimu kuangalia kama inavyoonyeshwa hapo juu, kwamba kulingana na matokeo ya tafakari hizo, HakiElimu inatambua uwepo wa hatua kubwa za kimaendeleo zilizofikiwa na serikali katika baadhi ya maeneo muhimu. Lakini hata hizo dosari na kasoro zilizokuwa zikionyeshwa na HakiElimu zilipatikana kutoka vyanzo hivyo hivyo vya tafakari za Serikalini.

Ni kwa vipi basi mkazo na msisitizo mkubwa umewekwa katika vipengele vile vinavyoonesha mambo yale ambayo siyo sahihi tu, kama ambavyo mtu angeshangaa pia iwapo mkazo na msisitizo ungewekwa kwenye vipengele vilivyo wazi na vya uhakika tu au vile ambavyo HakiElimu yenyewe imevikubali kuwa ni vya kimaendeleo. Sisi hatukuwa na haja ya kuonyesha mafanikio zaidi ya jitihada za Serikali kwa sababu Serikali ina njia zake yenyewe nyingi za kuonyesha mafanikio ya shughuli zake. Kila mtu anafahamu kuwa kujisifia katika serikali ya awamu ya tatu hakukuwa na uhaba au upungufu.

Kwa kuupitia mkusanyiko huu, masuala kadhaa yanaweza kuangaliwa kuhusu kitendo hicho cha wizara. Moja, je HakiElimu ilitunga tu taarifa ambazo ndizo zilikuwa chanzo cha matokeo yao? Ushahidi uliopo unaonyesha kwamba matokeo hayo yalitokana na tafakari sita zilizofanywa na wizara yenyewe, kwa kushirikiana na wadau wengine. Hakuna jambo lolote linalodokeza kwamba HakiElimu ilihusika kwa namna yoyote ile katika kutunga tu taarifa zilizokuwa zikitolewa kwa lengo la kuomba tu na/au kujipatia pesa kutoka kwa wafadhili wake, kama inavyodaiwa na wizara.

Pili, dai kwamba kazi za kiutetezi zilizokuwa zikifanywa na shirika la HakiElimu kwa kawaida zilikuwa zinakashifu kazi nzuri iliyokuwa ikifanywa na mamlaka za elimu nchini na walimu kwa ujumla, ni upuuzi unaoshangaza kwa sababu HakiElimu siku zote imekuwa ikiomba msaada na ushirikiano wa mamlaka husika kama ilivyoelezwa katika tamko la mkurugenzi mtendaji lililomo humu.

Na kuhusu madai ya kudhoofisha morali ya wana taaluma ya ualimu nchini, inashangaza kwamba wawakilishi wenyewe wa Chama cha Walimu Tanzania ndiyo wamejitokeza kuunga mkono ripoti ya HakiElimu, ambayo walisaidia kuiandika. Kumbe ni nani basi anayeweza kuisemea taaluma ya ualimu kwa uhakika na kuaminika zaidi kuliko wasemaji wao wenyewe wa kuchaguliwa?

Tatu, mkusanyiko huu unaonyesha jinsi ambavyo shughuli za HakiElimu zinavyoungwa mkono kwa kiwango kikubwa na vyombo vya habari nchini na vikundi vya kijamii, kama inavyojidhihirisha kwa tahariri mbalimbali zilizoandikwa na karibu vyombo vyote vya habari nchini pamoja na kauli karibu mia moja zilizotolewa na kusainiwa na mashirika yenye kujulikana na kusifika.

Hivi kweli inawezekana hata kwa mbali, kwamba vyombo vyote hivi vya habari na jumuiya za kijamii vyote vimekosea na ni wizara tu na Rais ndiyo wako sahihi? Au ndiyo dalili nyingine ya kuwa chochote kinachosemwa na jumuiya za kijamii hakina maana yoyote mbele ya maafisa wa serikali wanaojiona hawakosei na siku zote wao huwa sahihi.

Nne, hata kama mathalani HakiElimu ilikosea katika kuzipitia tafakari zile mbalimbali za wizara, hivi ni kweli kwamba uamuzi huo wa wizara kulifungia shirika hili ndiyo ilikuwa hatua pekee ya kufaa na sahihi zaidi kuliko hatua zozote nyingine? Isingefaa, kwa mfano, wizara nayo ikaeleza upande wake wa taarifa hizo na kuwaachia wananchi wenyewe wakaamua ni nani alikuwa anasema ukweli na nani alikuwa anaandika habari za kubuniwa tu? Au ndiyo inachukuliwa kuwa umma wa Kitanzania umejaa watu wajinga mno ambao hawawezi kuaminiwa kutoa mawazo yao kwa kitu kama hicho?

Tano, Au kupigwa marufuku kwa shirika hili kunatokana na matatizo yaliyopo wizarani kwenyewe na maafisa wake, au ndiyo tuamini kuwa uamuzi huo wa wizara unawakilisha sera rasmi ya Serikali? Tumekwishashuhudia jinsi shirika la BAWATA lilivyopigwa marufuku miaka kumi iliyopita, pia tumeshuhudia kupitishwa kwa Sheria za kiuonevu kuhusiana na mashirika yasiyo ya kiserikali miaka kadhaa iliyopita. Hivyo, katika hali hiyo kuna shirika lolote lile ambalo litakuwa salama, kama walivyoeleza kwa mshangao baadhi ya watoaji maoni katika kurasa hizi?

Taarifa zilizomo humu zinazungumzia masuala hayo muhimu na ni nafasi nzuri kwa raia wote wa nchi hii kuzipitia kwa makini kwa lengo la kuyaelewa vizuri masuala yenyewe yanayopelekea kuwepo kwa mjadala muhimu wa kimaendeleo kwa suala kama la elimu nchini.

Introduction
Jenerali Ulimwengu

When, on September 8 2005, the Ministry of Education and Culture issued a directive banning HakiElimu from undertaking and/or publishing any studies relating to the Tanzanian education system, a new and important chapter of public debate was promptly opened.

The ministry justified its action by claiming that the education rights CSO had, over time, attempted to belittle government efforts aimed at improving the education system and disparaged its image as well as that of the teaching profession.

The ban came shortly after the Minister for Education and Culture, Joseph Mungai, had publicly expressed his displeasure at a report issued by HakiElimu in July, presenting the organisation's analysis of six Government reviews evaluating three years of Primary Education Development Plan (PEDP) implementation.

The CSO's report was titled, *Three Years of PEDP (Primary Education Development Plan): Key Findings from Government Reviews*. While recognising the positive aspects in plan implementation, such as the significant increase in pupil enrolment and teacher recruitment, the HakiElimu report pointed out a number of problems relating to education quality, institutional shortcomings and questions of sustainability.

Drastic as it was, the ban was not the first manifestation of ministerial displeasure at HakiElimu's advocacy work. Earlier on, the minister had complained against the organisation's television awareness campaign ads which depicted a variety of situations and behaviours involving education stakeholders such as pupils, teachers, school committees and government authorities. The slots critiqued negative trends and offered visual demonstrations of how matters could be improved.

Another bone of contention was an earlier essay writing competition, organised by HakiElimu and the Government Prevention of Corruption Bureau (PCB) in which pupils were invited to submit stories relating to corruption in their school experiences. What emerged were various types of "corruptions", especially the much talked about "sex for favours", in which female pupils were lured into sleeping with their teachers in exchange for better marks. The ministry's allegation was that the exercise encouraged pupils to write creatively, thus fictitiously, and their writings were accorded research status by HakiElimu. This charge was denied by the organization.

Minister Mungai claims that the ban was resorted to after numerous calls and directives to HakiElimu to stop maligning the education system and the teaching profession went unheeded, and the CSO continued to air its offensive ads and publish "bogus" research findings, thereby undermining the morale of teachers and other officials doing a good job in difficult circumstances.

Shortly after the ban was announced via Education circular no.5 of 2005, signed by the Chief Education Officer of the Ministry, Ricky Mpama, the President of the United Republic of Tanzania, Mr. Benjamin W. Mkapa, weighed in on the side of his minister. Throwing his considerable weight behind the ban, he issued a strongly worded, extempore statement at the opening of a school in Dodoma, named after him.

In a political culture wherein the chief is always credited with the best intentions while all the negative decisions and actions are always blamed on "those around him" who "advise him badly", the presidential endorsement of the ban provided an eye-opener. This was no quirky action prompted by personal ire at the ministerial level; rather, it was a policy decision cohering with broad Government attitudes toward advocacy work done by CSOs and NGOs.

It is in this context that the on-going debate on the ban slapped on HakiElimu is to be understood. What is the role of Government in the provision of public goods? What is the role of civil society in appreciating Government efforts and pushing for an all-inclusive approach to development issues? What kind of partnership is most desirable between Government and civil society in this task? Who owns the development agenda anyway? These are some of the issues we are called upon to debate in a general manner, even as we discuss the punctual issue of the ministerial ban against HakiElimu.

This compilation of newspaper stories, analyses, commentaries and readers' letters offers an excellent insight into what the issues in that debate might be. The news stories provide an account of what happened, what action the ministry took and what justifications it offered for its action, as well as what HakiElimu stated in self-defence. They also carry the all-important intervention by President Mkapa, which naturally raised the ante significantly.

Then there are official editorial commentaries, representing the official positions taken by various publications. Various newspaper journalists, columnists, correspondents and other experts also offer their points of view in one way or another. Finally the compilation includes statements made by various civil society organisations and development support groups-local, regional and international - with an interest in advocacy work.

This is as complete a representation of the media debate as there can be, covering most of the major publications in the country, as well as some minor ones. What emerges, with one or two exceptions, is general dissatisfaction with, and even condemnation of, the ministry's action. Of the several experts in the educational field who offered their views on the matter, only one offered opinions decidedly critical of the advocacy work done by HakiElimu.

A number of fundamental issues are raised by the various commentators covered in these pages. Perhaps the most important of these is the issue of constitutionality. Most of the individuals and groups questioning the action taken by the ministry base their arguments on principles enshrined within the Constitution of the United Republic of Tanzania, especially under Article 18, which guarantees the right to freedom of opinion, expression and communication, which cannot be taken away by any other law, such as the Education Act of 1978.

It is clear and encouraging that civil society groups and individuals concerned with governance issues are becoming increasingly aware of their constitutional rights and using the Constitution as their basis for demanding and securing those rights. Issues of constitutionality and legality are likely to attain greater significance in our national discourse as we gradually inch away from decades of arbitrariness and rule by fiat to a more consultative, democratic dispensation.

This gradual march is necessitated by the kind of rigidity of positions we observe in the current debate, wherein a huge and unmistakeable voice has been raised in defence of HakiElimu, without this making any impression on Government authorities, who have preferred stonewalling to dialogue. It is obvious that the task before us remains arduous. More grim battles will have to be fought before we can free that public space in which open and frank debate is conducted for the benefit of our development and progress.

The passage of the NGO Act, which was enacted a couple of years ago despite loud voices of protest from civil society, was a clear harbinger of draconian measures the Government intended to institute, as and when it pleases, to stifle opinions differing from its own. In fact that Act, apart from providing the legal framework for actions like the one taken against HakiElimu, was also in part an attempt to retroactively justify similar action taken against another vibrant civil society organisation, Baraza la Wanawake Tanzania (BAWATA), almost a decade ago.

Such action is taken with the full realisation that the affected party has very limited choices for remedial action. In the case of BAWATA, despite the organisation's success in challenging the Government's ban in the law courts, the case continues to stall in the courts because of Government appeals.

Is it just plausible to think that when minister Mungai advised HakiElimu to take the matter to courts of law, he was thinking of BAWATA's plight? Instead of advising HakiElimu to resort to the judicial process, why did his ministry not choose to travel that route by seeking the courts' decision on the legality of HakiElimu's advocacy campaigns?

Issues of fairness also arise in the articles compiled for this booklet. One such issue concerns the very origin of HakiElimu's findings. As the subtitle states, these findings were based on reviews written by, among others, Government officials. It is important to note, as stated above, that, in keeping with the findings of those reviews, HakiElimu recognised the great strides made in some key areas. But even the shortcomings pointed out by HakiElimu were sourced from the same Government reviews.

As to why a lot of emphasis was placed on negative aspects, one would be justified to wonder why emphasis should be placed on positives, those areas that have already recorded improvements, and which, to be fair, HakiElimu did indeed salute. Should we not rather be more concerned about those areas found to be wanting? It is known that the Government has more than adequate channels through which it can showcase its successes. It is well known that self-congratulation has never been in short supply within the Third Phase government.

Going through this compilation, a few issues may be ticked off for reflection. One, did HakiElimu invent the information on which it based its findings? Available evidence reveals that these findings were based on reports of six reviews commissioned and undertaken by the ministry itself, with the participation of other stakeholders. There is nothing to suggest that HakiElimu was in any way making up stories with a view to soliciting more funds from its donors, as the ministry claims.

Two, the claim that HakiElimu's advocacy work generally maligns the good work done by education authorities and teachers sounds a trifle strange, because HakiElimu has always sought the authorities' support and cooperation, as stated in the Executive Director's statement carried in this compilation. As for undermining the morale of the teaching profession, it is intriguing to note that representatives of the very Tanzania Teachers Union have come out in support of HakiElimu's report, which they assisted in writing. Now, who can speak more reliably on behalf of the teaching profession than its own elected spokespersons?

Three, this compilation shows overwhelming media and civil society support for the work done by HakiElimu, as evidenced by the editorial write-ups of the quasi-totality of media outlets in the country, as well as the statement signed by almost a

hundred civil society organisations of good repute. Is it even remotely possible that these media organs and civil society organizations are all wrong and only the ministry and the ex-president are right? Or is it another indication that whatever civil society says is of no account in the face of self-righteous officialdom?

Four, even supposing HakiElimu had erred in places while appraising the ministry's reviews, was the ministry's action the most appropriate step available? Would it not have been more elegant for the ministry to present its side of the story and let the public judge as to who is stating facts and who is writing fiction? Or is the Tanzanian public taken to be so dumb as not to be trusted with such intricate appreciation?

Five, is this ban an aberration on the part of a vexed ministry and its officials, or does it represent official policy? We have already witnessed the ban slapped on BAWATA a decade ago and the passage of the draconian NGOs Act a couple of years ago. Is any organisation safe, as some commentators in these pages have wondered?

The material carried in this collection speaks to these important issues, and it is opportune for all concerned citizens to scrutinise it with a view to gain a better understanding of the issues informing the national discourse on important development matters such as education.

Features/Makala



MOEC versus HakiElimu

Mungai should learn how to face challenges

Emmanuel Kihaule, The Guardian, 03/09/05

It's unquestionable that education is indispensable for the well being of all of us as it cuts across all spheres of life.It is for this reason that many people especially parents would strive to make sure that their children get the best education that will make them to face up to life's challenges. Individuals and non-governmental organizations have also tried their best to help government improve education standards in the country.

Recently, Tanzania has witnessed tremendous improvements in the education sector.

Increased enrolments of students, building of new schools and classrooms and supply of more textbooks are some of the changes that can not take place without a partnership between government and the private sector.

HakiElimu is one such NGO that cannot be left aside in the development of education in this country. Over the years, HakiElimu has been trying to promote education in Tanzania encouraging public debate on various issues concerning education and also advocating for wider access to education information.

HakiElimu's work can be seen in the adverts that air in the media. The advert tries to portray the situation on the ground as far as the problems facing the disabled and female students in schools. Tries to bring transparency in the way, school authorities spend funds.

It is undeniable that most of the schools in country are built in a way that does not take into account special needs of the disabled students. It is also undisputable that female students endure a lot of suffering and harassment from fellow students and even teachers. In such circumstances much cannot be expected from female and disabled students. At times, hardships have forced students to desert their studies.

It is, however, strange to hear Education Minister, Joseph Mungai, brand HakiElimu's findings on the Primary Education Development Programme (PEDP) untrue and dismiss it as a ploy to access donor funds. It is not the intention of this article to try HakiElimu, but if one one thoroughly read its July 2005 report, which was issued last week, one would definitely conclude that the minister overreacted.

The report titled *"Three years of PEDP Implementation: Key Findings from Government Reviews"* tried to show the strengths and the shortcomings of the programme as far as primary education in the country was concerned.

At the end it concludes by appreciating that the years of the implementation of the programme have witnessed positive changes in primary schools in the country as more children were enrolled in school that ever before.

The report notes that the school environment has also improved in the sense that new classrooms have been built in nearly all schools and more teachers have been recruited to cope with the increased enrolment. More textbooks, the reports says, have been supplied to schools and a participatory approach in running schools between the school boards and the respective communities has also been adopted all of which have profoundly improved the education standards.

However, the report winds up by saying that much was yet to be done as the teacher, student ratio was still high in almost all schools because of overcrowded classrooms, the need for more classes, more teachers and more textbooks were also still very great.

As such despite the successes, the quality of education offered in such schools remained questionable and it is here where the minister finds it hard to swallow. It is worth noting that the findings by HakiElimu are based from reviews on PEDP by government officials and one wonders as to what criterion the minister used in concluding that the findings were cooked. The minister also said that the NGO was hiring "bogus" experts in a way as to appeal for donor funding.

In reply to the minister's remarks, the NGO's acting executive director, Daniel Luhamo for one to say HakiElimu cooked the reports. The report, Luhamo said were entirely based on findings on six government or government commissioned reports.

So the question is how Mungai could think of the finding as a deliberate move to deceive the public. May be if they tell us that the government too had intended to deceive the public in its reports!

Luhamo also said that it was it was wrong to say that the NGO has in place bogus education experts, and he said that most of its staff and consultants have Master's degrees in education and related fields from reputable universities. He gave an example of the lead author of the synthesis report who is a recently retired education professor with a PhD, who also consulted with the government in the past and currently serves as a senior consultant to the government.

So how can such qualified people be said to be 'bogus' or "hopeless mercenaries"? May be the minister has his own meaning of these words other that what they mean in a plain language.

On the other hand whenever given a chance to speak on the successes of his ministry, the minister seems to be excited with quantity of enrollments and he normally pays little attention to the quality of the education offered.

For instance, when explaining about the impact of PEDP on the quality of education, Mungai simply said that various experts had agreed that the quality of education was improving day by day. But he never said who these experts were and what criteria they did use in reaching such a conclusion.

It is only last week that we saw pupils in Mbande Primary School in Temeke, Dar es Salaam taking their exams under a tree while seated on a dusty ground because of acute shortage of classrooms and desks. Can the Honourable minister tell us if this is the quality education that he is talking about?

If this is the situation in Dar es Salaam where the headquarters of the ministry of education are found, one wonders as to what would be the situation in schools that are found in remote parts of the country.

This is not the first time for the minister to offer such general answers that leave a number of questions unanswered.

The first time was when he was asked about the fate of the teachers whose subjects were abolished in the secondary school curriculum during a Parliamentary session in Dodoma earlier this year.

He simply said that the affected teachers could be turned into storekeepers and income generating officers in the respective schools.

I wonder if the Honourable minister knows that the said teachers knew about store keeping and income generating jobs before but they chose teaching as their area of calling and interest.

Nothing is said about the impact of the abrupt changes of the jobs to the teachers and their families without forgetting students.

Again the minister also said that the abolition of the subjects was reached after consultations of experts that he has never managed to name until today.

It is obvious that the decision was taken without thorough studies for the same and this is the reason why much confusion among students and teachers have continued prevailing in school till today.

There have also been complaints by teachers and book publishers in the country as against sudden changes in the curriculum in which the ministry orders the phasing out of books from the curriculum without enough consultations with the stakeholders in the education sector.

The minister might have a team of experts well known to him in his office or at home who assist him in reaching such decisions, which take teachers, students and the rest of stakeholders by surprise.

But they never show up even when the minister is challenged and instead the minister sometimes becomes mad at those who try to question about anything that his ministry does.

Please Mr. Mungai you should learn how to face challenges and also make sure that you admit your downfalls whenever necessary so as to rectify the situation before it gets out of hand.

Make sure that you appreciate and respect the work by experts some of whom are more conversant in the field of education than yourself instead of labeling them 'bogus' or 'mercenaries'.

It is wrong to believe that being a minister makes you a master of everything and if findings by such experts are taken into account we will surely witness a big boost to the education standards in the country.

Politics should not dominate in all the matters even those that need professional expertise such as education.

Thought I concur that a number of achievements have been recorded in the recent years, still much is to be desired of the quality of education that is offered in the country and Mungai, HakiElimu and the rest of us should make sure that the fight for quality education continues until the goal is attained.

Ili Mambo yaende Mungai kubali changamoto

Mnaku Mbani, Mwananchi, 03/09/05

Karl Max, Mwanafalsafa wa ujamaa wa karne zilizopita nchini Urusi ambaye maandiko yake bado yakitumika katika mitaala ya sekta ya elimu aliamini kuwa hakuna maendeleo yoyote ya binadamu ambayo yatatokea bila ya migongano.

Nasema hivi kwani kwa takribani siku tatu hivi zilizopita kumekuwa mkanganyiko baina ya wizara ya elimu-kama sio waziri wake Bw. Joseph Mungai au la na taasisi isiyo ya kiserikali inayojishughulisha na masuala ya kielimu ya HakiElimu.

Malumbano haya si mengineyo bali ni kuhusu maoni ya taasisi hiyo juu ya utekelezaji wa mpango maalum wa elimu ya msingi (MMEM) ambao utafikia tamati Juni mwaka ujao.

Hata hivyo maoni ya taasisi hiyo kwa mujibu wa mkurugenzi wake hayakutokana na mchanganuo wa kitaasisi au maoni ya mtu binafsi bali yalitokana na takwimu zilizotolewa na serikali kuhusu utekelezaji wa mpango huo.

Hainiingii akilini kuona Waziri wa Elimu ambaye ni muhimili mkubwa wa sekta hiyo kuanza kubishana na HakiElimu kwa kutoa maneno makali ambayo kwa namna moja yanaibeza Taasisi hiyo ambayo imefanya kazi nzuri na wizara yake kwa miaka mingi.

Historia zinaonyesha kuwa tangia tupate uhuru hadi mwanzoni mwa miaka ya 1980 chini ya uongozi wa baba wa Taifa Mwl. Julius Kambarage Nyerere, elimu ya msingi ilikuwa ikitolewa bure na Mwalimu mwenyewe alikuwa akitamka bayana kuwa elimu ni haki ya kila binadamu.

Mwalimu alijitahidi kwa kila hali na mali kuhakikisha kuwa kila mtoto wa Kitanzania, mjini na kijijini anasoma na kuondokana na ujinga ambao umo kwenye orodha ya maadui wakubwa wa nchi hii ikiwa ni pamoja na umaskini na maradhi.

Idadi ya watoto ambao hawaendi shule kwa wakati huo haikuwa kubwa sana kwani wengi wao walishindwa kuhudhuria masomo kutokana na mila na utamaduni wao mfano Wamasai ambao wanaamini kuwa ng'ombe wake ni shule, chakula na biashara.

Japokuwa nchi yetu ndio ilikuwa punde ikitokea katika minyororo ya ukoloni, lakini juhudi za mwalimu kwa namna moja au nyingine ziliweza kuzaa matunda. Kwani hata mimi madarasa niliyotumia wakati nilipoanza darasa la kwanza miaka ya katikati ya 1980 ndiyo yaleyale hadi leo yanatumika katika shule yangu.

Kutokana na ongezeko la watu hapa nchini, mambo yote pia yanabadilika. Mahitaji muhimu ya kibinadamu pia yanaongezeka, hii inaifanya serikali iliyokuwapo madarakani kufanya kila jitihada kuhakikisha kwamba kila raia wake anapata stahili ya kimaisha ikiwamo elimu.

Nikiwa mmoja wa waandishi wa habari ambaye nimeipitia kwa undani ripoti hiyo ya serikali kuhusu MMEM pamoja na kuhudhuria mkutano wa waandishi wa habari uliofanywa na taasisi hiyo akiwamo mwakilishi wa Serikali katika ukumbi wa Idara ya Habari (MAELEZO) pengine ningekuwa na jambo la kutoa ushuhuda.

Ripoti hii ya serikali imeweka malengo ambayo yalidhamiriwa kufikiwa hadi wakati mpango huu unamalizika kutekelezwa, lakini uzoefu umeonyesha kwamba mengi yamefanyika na mengi serikalini imeshindwa kuyatimiza.

Uzoefu umeonyesha kwamba, hata maendeleo yaliyopatikana kwa kipindi chote cha mpango huu yameelekezwa katika shule za mijini ambazo zimejaa watoto wa wenye uwezo huku zile za vijijini kama niliyosomea mimi zikibakia chini ya mwembe na viti vya matofali. Kwa mfano, Serikali ililenga kuwa hadi mwisho wa mpango huu uwiano wa mwalimu na wanafunzi ungekuwa umefikia angalau 1:59, lakini cha kushangaza, hii imefikiwa katika mikoa michache tu mfano Kilimanjaro, lakini ukiangalia mikoa kama Shinyanga mwalimu mmoja bado anafundisha wanafunzi 87.

Vilevile, wadau mbalimbali wa sekta ya elimu ambao kwa muda wote wamekuwa wakifuatilia mpango, huu wanasema kuwa hadi hivi sasa nchi hii inakabiliwa na upungufu wa madarasa 13,000 huku zaidi ya watoto 63,000 ambao wana umri wa kwenda shule hawajapata nafasi ya kuandikishwa. Pamoja na mapungufu hayo, serikali pia, kwa utekelezaji wake wa MMEM imeshindwa kukidhi haja ya watoto walio na mahitaji maalum wakati wa kujenga madarasa kama vile walemavu. Hali imesababisha watoto wengi kukatisha masomo kutokana na mazingira ya madarasa.

Wadau hao pia wamebaini kuwa, hata ubora wa elimu nao hauridhishi kutokana na kwamba hakuna maendeleo makubwa ndani ya madarasa kwani vifaa na walimu bado ni tatizo hasa kwa watoto wa maskini waishio vijijini. Iwapo upungufu huu utashindwa kufanyiwa marekebisho, basi kuna uwezekano wa kuzidisha pengo katika tabaka la Watanzania baina ya wenye navyo kwani wakati mtoto wa Dar es Salaam wa miaka 4 anajua kutumia kompyuta, yule wa miaka 10 wa Wilaya ya Dodoma Vijijini hajui kusoma wala kuhesabu.

Japokuwa nimeyagusia machache ambayo ni chachu iliyotolewa na HakiElimu kwa serikali sioni haja ya kuelezea mazuri kwani kila kukicha tumekuwa

tukiyaandika na kutangaza katika vyombo vya habari. Kwa namna hiyo, sioni sababu ya Mungai kuanza kutoa matamshi ambayo yanaikatisha tamaa HakiElimu bali ningetegemea kuwa angetumia mwanya huu kama changamoto kwa wizara kuhakikisha kuwa wapi wameteleza ili kurekebisha kabla ya mwisho wa mpango huu Juni mwakani.

Kama Waziri wa Elimu, nadhani Mungai angeunga mkono maoni ya wadau wa elimu kuhusu MMEM na kuangalia uwezekano wa kuwashirikisha ili wadogo zetu walioko vijijini nao waweze kupata elimu bora kwa maendeleo ya nchi yetu. Mungai vilevile akumbuke kwamba zama zile sio kama zama hizi, kwani sasa watu wameamka na wamekuwa mstari wa mbele katika kufuatilia mambo mbalimbali yanayotekelezwa na serikali kwa kuwa wao ndio walipaji wa kodi.

Kukosolewa sio vibaya, na kwa maoni yangu napenda kusema kwamba kitendo kilichofanywa na HakiElimu ni cha kishujaa kwani kuna sekta nyingi tu ambazo Serikali imeziwekea miradi na mipango, lakini utekelezaji wake umekuwa ukiishia katika makabati ya wizara na taasisi za serikali.

Pia naipongeza wizara ya elimu chini ya Mungai kwa kufuatilia kwa makini mpango wa MMEM na kutoa takwimu za kweli, zisizo na kificho hata pale walipoteleza ila kukosolewa iwe ni utamaduni na chachu ya maendeleo.

HakiElimu haina makosa, MMEM bado ina mapungufu

James Pius, Nipashe, 04/09/05

Hivi karibuni Waziri wa Elimu, Bw. Joseph Mungai alilionya shirika la HakiElimu kuwa lisipotoshe umma wa Watanzania kuhusiana na Mpango wa Maendeleo ya Elimu ya Msingi na Sekondari kwa minajili ya kurahisisha kazi ya kuombea fedha kwa wafadhili.

Waziri alikuwa anajibu ripoti iliyotolewa hivi karibuni na HakiElimu ikielezea utekelezaji wa MMEM katika kipindi cha miaka mitatu iliyopita tangu ilipoanzishwa mnamo mwaka 2002.

Ni ripoti ambayo iliandaliwa kutokana na ripoti sita za serikali zilizotayarishwa katika kipindi cha miaka mitatu ya utekelezaji wa MMEM.

HakiElimu wanasema kwenye ripoti hiyo kuwa, licha ya mafanikio makubwa yaliyopatikana katika elimu ya msingi tangu kuanzishwa MMEM, wanaona ubora wa elimu nchini bado hauridhishi.

Baadhi ya wanafunzi waliofanya mahojiano ya safu hii wengi wameonyesha kutofaidika na mpango huu wa MMEM kwa kudai kuwa bado katika shule za msingi kuna matatizo makubwa na kusababisha namba ya wanaofaulu kwenda kidato cha kwanza kushuka mno kwa baadhi ya shule.

Mwanafunzi mmoja ambaye anasoma darasa la saba katika shule ya msingi Mtoni, anasema kuwa katika shule yao haoni faida yoyote iliyotokana na mpango huo na kusema kuwa HakiElimu hawana matatizo yoyote tatizo analiona kwa mpango mzima wa MMEM. "Mimi sioni sababu ya Waziri kulumbana na hawa watu wa HakiElimu, badala yake kwa kuwa nia yao ni moja kuinua elimu nchini, wakae pamoja na kuandaa mazingira mazuri kwa sekta elimu nchini," alisema mwanafunzi huyo ambaye hakupenda kuandikwa jina lake.

Akatoa mfano wa kuandikishwa kwa watoto wengi kuanza darasa la kwanza wenye umri wa kwenda shule, lakini akasema watoto hao wanafikia kipindi wanakaa chini wakati MMEM inasisitiza kuwa watoto wote wakae kwenye madawati na kuhoji kuwa sasa makosa ni kwa HakiElimu au mfumo wenyewe wa MMEM.

Mackilina Kamugisha naye ni mwanafunzi wa darasa la saba katika shule ya msingi Chang'ombe Mazoezi. Alisema kuwa ametembelea katika shule tatu katika manispaa ya Temeke na kuwakuta wanafunzi wanakaa chini badala ya kwenye madawati. "Kitu ambacho kimebadilika hapa nikuongezwa kwa majengo lakini bado mfumo wenyewe wa elimu ya msingi haujatunufaisha sisi wanafunzi", alisema Macklina.

Wanafunzi hao walisema kuwa hawakuridhika na majibu na shutuma zinazotolewa kwa HakiElimu. Wamesema kuwa kujazana kwenye vyumba vya madarasa nalo ni tatizo kwani walimu wa kike wamekuwa wakifundisha kwa uoga wakihofia kuchunguliwa na wanafunzi wao wanapokua wanaandika ubaoni sababu watoto wanajaa hadi karibu na ubao.

Wakasema kwamba kwingine wanadaiwa ada wakati serikali ilitangaza kuwa ada imefutwa. "Tunamuomba waziri Mungai asiwalaumu HakiElimu kwa kufanya utafiti ambao naamini kuwa hawakukurupuka".

Deogratius Lukas wa shule ya msingi Kigogo alisema kuwa lengo la HakiElimu ni kuhakikisha kuwa watoto wanapata elimu bora, sio bora elimu, akasema kuwa shule nyingi hapa nchini hazina ubora wa kutosha ukilinganisha hapo nyuma wakati wazazi walipokuwa wanachangia elimu.

Kuwa na madawati mengi ama walimu wengi sio dawa ya mafanikio ya MMEM dawa ni kuwa na watoto waliohitimu vyema elimu ya msingi ambayo itawawezesha angalau kuanza sekondari kwa mwelekeo.

Baadhi ya walimu waliotoa maoni yao walisema Waziri Mungai akubaliane na maoni ya watoto kuwa elimu ya msingi hapa nchini bado iko chini ukilinganisha na wezetu. HakiElimu hawakuponda mafanikio ya MMEM isipokuwa walisema kuwa mafanikio hayaridhishi. Kuna ubaya gani hapo kwa Waziri Mungai kulalamika na kuitisha HakiElimu.

Kwa mfano kuhusiana na idadi ya walimu iliyopo nchini, HakiElimu wamefanya utafiti na kubaini kuwa kuna mahali huko mikoani walimu hawatoshi, Waziri Mungai hawezi kukataa kwamba mkoa wa Dar es Salaam unatofauitiana na mikoa yote nchini kwa idadi na ubora wa walimu. Ndicho walichosema HakiElimu.

Kwamba walimu wapo sawa, lakini Dar es Salaam wapo wengi, wana ubora na kwamba wengi hawataki kwenda kufundisha mikoani na kwamba walimu wengi hadi leo hawana nyumba za kuishi. HakiElimu walikuwa na ubaya gani kusema hivyo.

"Sitaki kuwasemea HakiElimu lakini ninachotaka kusema ni kwamba HakiElimu walikuwa na malengo mazuri tu kuhusiana na MMEM na ndio maana walitaja hatua 7 za kuboresha MMEM, pengine Serikali ingeweza kuyaona haya na baadaye kuyatafutia ufumbuzi na kuacha kulalamika kwenye ukweli" anasema mwalimu mmoja wa shule ya msingi Kiwalani.

Akitoa takwimu za utafiti wao, Mkurugenzi wa shirika hilo, Bw. Rakesh Rajani anasema uandikishaji wa darasa la kwanza mnamo mwaka jana ulikuwa unafikia asilimia 17 tu ambayo kulingana na kiwango cha elimu, malengo yake hayakufikiwa hata kidogo.

Alisema pia, uandikishaji wa wasichana hauendi sambamba na wavulana na kutolea mfano kuwa kiwango cha uandikishaji kwa wasichana mashuleni kilishuka toka asilimia 49.3 hadi 48.8. "Mwaka jana kulikuwa na watoto 63,000 wenye umri kati ya miaka 7 hadi 13 ambao hawakuandikishwa," alisema.

Alisema licha ya kuongezeka kwa kiwango cha uandikishaji halisi chini ya mpango wa MMEM kuna tofauti kati ya mkoa na mkoa. Alisema mwaka jana mkoa wa Kilimanjaro uliandikisha watoto kwa kiwango cha asilimia 100 wakati mkoa wa Tabora uliandikisha kwa asilimia 68.

Alisema kuwa, muongozo wa Shirikia la Afya Duniani, WHO, unaonyesha kuwa kuna shule 700,000 za msingi zenye watoto wenye ulemavu lakini ni watoto 14,000 tu au asilimia 2 ya watoto wenye ulemavu wanaoandikishwa. Mkurugenzi huyo akasema kuwa, mpango kwa watoto waliokosa elimu, MEMKWA pia hauna pesa za kutosha.

Alitoa mfano, na kusema mwaka jana, zaidi ya watoto 300,000 waliohitaji kuandikishwa, walishindwa kupata elimu. Amesema pia zaidi ya madarasa mapya 30,000 yalijengwa katika kipindi cha miaka mitatu. Hata hivyo madarasa hayo amesema bado ni pungufu na ni chini ya malengo au ni asilimia 72.2 ya malengo.

Akizungumzia walimu, amesema kati ya mwaka 2002 na mwaka 2004, zaidi ya walimu 32,000 waliajiriwa na kuvuka malengo. Hata hivyo amesema uwiano kati ya walimu na wanafunzi wa shule za msingi ulitibuka toka 1:46 hadi 1:59. Amesema kuwa kama lengo la Taifa lilikuwa ni uwiano 1:45, walimu 37,628 walihitajika kuajiriwa.

Hata hivyo amesema mgawanyo wa walimu nchini unatofautiana ambapo wakati walimu wa shule za msingi Kilimanjaro wana uwiano wa 1:44, hali ni tofauti katika mkoa wa Shinyanga ambapo uwiano ni 1:87.

Of HakiElimu, Mungai, PEDP and all that 'To say nothing of HIV/Aids'

Karl Lyimo, Daily Times, 05/09/05

MY OLD man – bless his soul – used to tell me that quite waters run deep, and they are only dangerous if you wade into them unwary or unprepared. In other words, if you can avoid them completely, then you are unlikely to drown in them.

The man also told me that raging waters did not wait for one to go to them. They came to one and all in all their fury making them run and hide or try to do so helter-skelter usually in a puerile attempt to save life, limb and property whew!

Remember the tragic tsunami mayhem of December 26, 2004 that left more than 180,000 otherwise innocent people dead in Far East? Remember Hurricane Katrina last week that reduced 80% of New Orleans in Bush Territory an urban lake and score of thousand of wailing walking wounded in a matter of mere hours?

What my old man did not tell me, though, was what can happen when the truth is told in its stark nakedness. And, especially so if the telling is for public consumption, and the topics are of much public interest. Such as education, such HIV/Aids- in so far as the two subjects relate to Tanzania.

There can but be no doubt that education and the HIV/Aids scourge, highly sensitive subject in Tanzania today indeed, they so are elsewhere in many parts of the World. The cry from the heart has been for quality Education for all affordable cost to all. The HIV/Aids malady has been taking its toll on life and the economy like he silent Grim Reaper that it is. Its incidence has been growing over the last twenty years.

With nary let-up in sight, the Government is clearly losing sleep over the scourge. But little positive seems to be coming out of that. But for the here and now we will confine our Lamentation to Education. Concern on the part of the Government for this vital sector was evident when it formulated the five- year long school Education Development Programmed (PEDP) in the year 2001.

No matter what may be said to the contrary by detractors, PEDP was practically what the Doctor ordered for the ailing sector. The plans were well laid out, the money was flowing in from Tanzanians development partners and stakeholders were all a go to see the programme of the ground and airborne.

The PEDP goals were as lofty as they were noble. These included expanded primary school enrollment across the country, as well as more school building and

class rooms-and related facilities such as teaching materials, desks and washrooms.

Others were in increase in teaching staff, Education inspectors and supporting staff.

All this it was envisaged should result in quality Education for more-and preferably all school age (seven years)-Tanzania children by the end of the programme in the year 2006.

In that regard the Government put through at least six review sessions during the first three years of PEDP. Like any good navigator commander, the government saw this as being necessary to ensuring that the Programme was constantly on course. This was by itself a very positive move.

For such a massive programme as PEDP, much can go wrong. This is either through commission or omission, mostly on the part of the Programme implementers.

Some shortcoming has been touched upon in the various reports of the Government initiated reviews. Over the year, stakeholders have come up with their views on the Programme and it its progress.

These included the major PEDP financier, the World Bank, and the project's number one Owner, President Benjamin Mkapa of Tanzania. Both found the time, bless them, to highlight some of the problems. At one time, the World Bank threatened to withhold the release further finding teaches. This was unless and until the relevant authorities, including the Mkapa Government, had satisfactorily accounted for past disbursements.

For his part, President Mkapa threatened to discipline administrative regions that were slow or lackadaisical in attaining the PEDP goals on time – and as laid down in the programme. This was during one of his month end electronic addresses to the nation in October 2004.

It is my considered view that the position taken by the president and the World Bank were justified and timely. Indeed, no one took issue of the two. This is partly why it comes as a surprise that a non-governmental organization, HakiElimu, was nailed to the rafters by the minister for education, Joseph Mungai, last week. HakiElimu's alleged 'crime?' publishing what is an open secret that had been laid there bare in the past by relevant stakeholders, including the president and the World Bank!

Is it not true that in 2004, three years down the PEDP implementation Road, primary class 1 enrolment was 17% below the projected target? Is it not true that

enrolment of school age girls has not kept pace with that of boys as intended under the programme? In fact, girls' enrolment as against that for boys in 2004 was 48.8%, down from 49.3% the previous year.

That only 2% of the 700,000 primary school age disabled children are able to start school? That luck of funds made it impossible for more than 63,000 older children (7 – 13 years) who missed out on initial enrolment to take up schooling under the special MEMKWA Programme in 2004?

That only about 30,000 classrooms were built in 2001 – 2004, which was 72.2% of the target number?

That the teacher to pupil ratio (TPR) worsened from 1:46 in 2002 to 1:59 in 2004? The stated national target is one teacher for 45 pupils. In places like Shinyanga Region, the ratio is overwhelming against teachers: 1:87!

That the target for the pupil/book ratio is 1:1 by the end of the programme less than a year hence. However, the ratio stood at 1:5 last year.

That only 29% (about 549,083) of the target desks were in place in 2004, compared with the number requited: 1,897,253 desks. That 100,770 latrines (40%) were on the ground last year, instead of the 253,617 latrines planned for.

The foregoing are only some of the findings that are contained in the Review Reports of the various stakeholders, including the government and HakiElimu. This is to say nothing of finances.

Reports abound of filching malversation and general financial skullduggery that has been indulged in by unscrupulous public officials and dubious procurement contractors during the project implementation.

Even the capitation grant of US$ 10 per pupil that the programme provides for has not been spared by the unscrupulous. Reportedly, the moneys do not reach the intended beneficiaries in time, in full or at all, the leakage estimated at 40%.

Now, if any of the facts and figures as provided in the Review Reports are wrong, then it behooves the relevant authorities-and, especially, Minister Mungai at the Education Ministry-to correct them for public consumption.

It is important that PEDP succeeds. This special considering that it is the most important education reform programme on the scene since 1977 when the Nyerere Government came up with the Universal Primary Education Scheme (UPE) in 1977. While UPE stressed access to Education, PEDP goes beyond mere access.

It also seeks to improve the quality of teaching and learning, as well as democratize and demystify the sector in Tanzania. Then in due course of time and events, PEDP will give way to an equally noble project, the Secondary Education Development Programme (SEDP).

So, instead of the stakeholders spending time, energy and other resources throwing brickbats at each other, they should put their act together and pull in the same direction: forward Education in Tanzania.

Teachers remain light–years away from paradise: An interview with Yahya Msulwa, the General Secretary of Tanzania Teachers' Union

Delphina Ntangeki, The Citizen, 12/09/05

Could you just tell us what the TTU is all about, how it can to be established and how many members it has?

Tanzania Teachers Union was established in November 1993 under the Trade Unions Ordinance of 1956 and the law of organization of Tanzania Trade Unions of 1991.

TTU was registered again in September 2000 under section 10 of the Trade Unions Act-two years after the 1956 and 1991 Trade Unions laws were nullified.

It has a total of 138,000 active members. It organizes teachers from pre schools, primary school, secondary school, and teaching colleges school inspectors and teachers who are working as Education Officers and Academic Officers. These are our active members who are also contributing two percent of their salary to run the union.

TTU was formed to advocate for teachers' welfare by addressing the issue such as low salaries and good working conditions. TTU also aimed at improving teachers' professional knowledge and skills through ensuring that its members are availed opportunities for further studies and also to ensure that teachers observe their code of professional conduct.

What are the other sources of funding for its various activities?

Every member contributes two percent of his or salary every month. We also have a joint venture project for educating leaders (from TTU braches country wide) with the Danish union of Teachers (DLF) since 1997. DLF also sponsors other TTU activities.

We also get funds from the Swedish Union of Teachers and from the World Federations of Teachers (Education International) through the Aids and Education for all projects. The Education International collaboration with TTU also gives education on Aids prevention to teachers countrywide.

Teachers today are no longer accorded the kind of respect befitting of the profession. What do you think led to this and how is the union trying to address the issue?

Teachers are paid low salaries and this has made people under rate our profession.

Another thing that has impacted negatively on our profession is the establishment of the Universal Primary Education (UPE) for which standard seven leavers were recruited as teachers. These are people who were not ready to become teachers, so they are not serious at their job. This makes people think that all teachers are not serious. Moral decay also could be another reason. For example some teachers have been engaging in love relations with pupils.

TTU is trying to push to observe their code of professional conduct in order to help us regain the respect that profession deserves. We are also trying to raise the issue of low salaries whenever we get the chance especially when we are asked to give our opinions in education issues.

How is TTU trying to addressing the issue of low salarie?

We have been pressuring for long time for a chance to discuss with our employer (the government) the problems we are facing but we have never got the chance. The Public Service Negotiation Machinery, which was established in 2003, aims to bring together teachers and employers to discuss teachers' problems. We are expecting to meet in December this year.

Because they are paid low salaries teachers are forced to engage in other activities like holding evening classes, selling sweets and even buns in class to their students in order to supplement their income. So instead of teaching, teachers are running businesses.

What does your organization have to say about HakiElimu Report released in February tittle 'Focus on the plight of teachers'?

In my view I think it was a good report. It was a joint venture project between TTU and HakiElimu. We administrated the project while HakiElimu sponsored it. Every thing spoken in the report was true and as teachers we contributed our ideas that were brought out in that report. We appreciated it for that.

The report pointed out that the lack of materials for teaching as one of the reason contributing to the general substandard quality of education. What is your take on this?

That is big a problem and it does have impact on our profession because it is very difficult for a teacher to teach without teaching aids like the appropriate text book and other materials.

For example, when teaching in a class every pupil should his or her own textbook. But now we have on average one textbook to five pupils. In some cases there is

one textbook for twenty (20) students. You find that you teach one topic for many days because as teacher you want all the pupils to pick up every thing clearly. We would like to remind the government that it's important to bring more text books to schools through the Primary Education Development Programme (PEDP)

It was also noted that there is a high prevalence of HIV among teachers. Why is it that the primary school teachers are the most affected? And why the high prevalence?

AIDS is a big problem, which mostly affects teachers in rural areas. We don't have the exact data to prove this but we are working closely with these teachers. This has become a big problem because in rural areas teachers are people of a higher status compared with other people in the areas they live in because their financial situation is better. So they are more vulnerable to HIV.

In addition, teachers travel from the villages where they are working to district councils to collect their salaries. Once there, they sleep in guesthouses sometimes for more than five days. At that time, they are centers of attraction because most people in the locality would know that they have come to collect salaries.

What particular measures are you taking to address this particular issue?

Through the prevention education project the TTU in collaboration with Education International and the World Health Organization are providing the prevention education to teachers. Currently the program is conducted in seven regions - Dar es Salaam, Dodoma, Mbeya, Lindi, Shinyanga, Mara and Kiliamanjaro. We plan to expand the project to seven more regions before the end of this year. We insisted that AIDS is an issue to be discussed in any meeting that involves teachers.

What challenges have you faced in achieving your objectives?

Most teachers are not aware of the rights. For example most of them have not been paid their salaries for long time so we are fighting to make sure that they are paid. We make follow-ups with the responsible offices and this is big challenge.

Do you expect that through your advocacy work, one day you will be able to win back the respect that the profession deserves?

Yes. First of all we are advising the government to be careful when they are recruiting teachers so that emphasis is placed on employing people who are willing to teach. We are also taking measures that insist that all teachers join the Teachers Savings and Co-operative Societies (SACOS) to improve the teachers'

economic situation. TTU also established the teachers' society fund in 2001 aimed at helping teachers to solve small problem that they getting. We are doing all these to help teachers to get out of the hard economic conditions they are in now.

Revisiting HakiElimu's Saga with MoEC

Charles Kayoka, The Guardian, 05/10/05

If the Biblical myth of Ham (the son who laughed at his father's nakedness instead of covering it) is to go by, then HakiElimu has committed an abomination that it cannot be excused of. Just as Ham was condemned to poverty and we are told, we Africans are his descendants, HakiElimu should not expect anything less than a severe lashing in front of the cowed members of the public and total alienation for its behaviour can corrupt other friends of education.

Let me organize some kind of "kitchen party" for HakiElimu for I believe that they are behaving like spoilt kids who are to laugh at the MoEC's nakedness just as Ham did to Noah, his father. First, in Africa you don't tell your parents that they are naked. If you cannot cover them so that other people don't see if, then pretend that you don't see it unless the father discovers by himself that the whole world is looking at his sacred parts, and takes action to cover the same. HakiElimu should have known this better!

Second, there is canonized and non-canonized truth; HakiElimu's version of truth on the decrepit state of the provision of education in Tanzania is a non-canonized truth. The canonized truth that would have been accepted is that admitted by the government, the father, itself. It would be the truth that would have indicated that everything was going fine with PEDP. In Africa, and in Tanzania in this case, for an NGO to have your truth accepted, you have to submit the documents of your research to the ministry, let it be doctored, changed and censored, and finally, the truthful version of the report will come out and declared accepted by the government. Then you will be called a true friend of education, may be awarded a tender for more serious canonized reports.

Third, just as Ham was wrong to tell his father that he was wrong to sit nakedly, you were wrong as well to change the paradigm of communication which says that the general is always right, rule number one. And rule number two is, if you are doubtful still, refer to rule number one. HakiElimu should have stayed quiet when the Minister said you were wrong, for he is the general and, he is always right! Why did that not enter into your heavy heads?

Fourth, all these years since independence, it was the government that has been doing that dancing, the playing, the refereeing, the setting of rules, the talking and ordering. We the citizens have been always located at the receiving end, watching from sidelines, clapping hands for good words the father says, not asked for our opinion, the party supremacy. We were all at the fringe and some self-selected guys at the centre the CC, the NEC, the secretariats, the ministers, and PSs, all doing the ordering, the directing. We were on the wings *Jumuia,* they, on the body running

things. The paradigm of communication has to change, just as implied by the new political dispensation where we talk of participatory democracy and governance, but the statements and actions taken by the minister still indicate that the talk of decentralized, people-centred governance is but a hollow talk and dream to end when we wake up in the morning.

HakiElimu, and this is a message I am sending to all other NGOs in Tanzania calling with various appellations, friends of education; friends of people with disabilities; friends of freedom of expressing and information, should know that they are just nincompoops to be seated at the wing and take orders just as the body instructs and not otherwise.

This is indeed the problem we all face when seeking information in Tanzania, about the government which runs on taxes we pay through the nose. It is the problem we face when we want to hold the government accountable and more responsible to people. It is the problem we face when attempting to interrogate policies which lack alignment with realities of the various stakeholders, who, in the first place, are sparsely involved in the whole process.

In Tanzania, we are used to culture of silence; you don't speak when your rights are trampled upon; you don't complain when oil prices shoot up in comet-like speed as we are seeing now. It has been, and still is a country where, those speaking the truth, daring to challenge authority and ask their voices to be heard are demonized, ostracized and unjustifiably subjected to public ridicule. See how the petrol, prices are sky-shooting with such a rapid speed, and we are not complaining. The government is happy, nchi ya *amani na utulivu!* But see what happens when the *daladala* drivers say we can't tolerate this, we are striking unless oil prices come down or we raise the bus-fares.

The authority will wake up and ask all to pack their buses and forfeit their licences. The cowardly *daladala* will just resume operations in fear. See what happened in Kenya, a minister said, lower down oil prices or we withdraw licences of all oil importing companies. They did not wait the prompting of the poor citizens. HakiElimu, you were wrong to prompt the government, which is a know all entity, on the fact that something was wrong with the delivery of education.

Indeed, we need a recasting of the principles of democracy we are all singing about. I guess the problem is that we have put a new wine in an old bottle.

I fail to understand myself, that guys who I first heard about when I entered the gates of primary school are still running the government.

Forty-five years or so, the same faces, just shuffled about, and yet we think new wine will not go wrong! If anything, NGOs in this country have a field day ahead to prove themselves and their good intentions before the government.

Govt's ban on HakiElimu undemocratic

Charles Kayoka, The African, 07/10/05

We should consider this an attack on all activist NGOs and well-meaning citizens of this country, the mass media that are responsible for airing views of members of the public.

It is because of this concern that FemACT organizations as well HakiElimu themselves are saying the banning of HakiElimu contradicts the government's stated commitment to openness and transparency at all levels, its official recognition of the role and mandate of advocacy NGOs in promoting public debate, and the call for open exchange of information that has been made over and over again by the President himself.

In a special release on the matter the coalition is arguing that the rationale given for the ban is that the Executive Director of HakiElimu has been "disparaging the image of our education system and the teaching profession of our country through his media promotion of self created caricatures masquerading as teachers and pupils" and "has repeatedly failed to conform with directives given to him by the Ministry of Education and Culture both in writing and verbally."

According to recent reports published in the media, the Ministry has also directed zonal and district chief inspectors of schools "to take stern measurers against any school/college which does not adhere to these directives."

The stated grounds for the banning would not be taken seriously in a court of law-but then, concerned citizens must ask whether Tanzania is any longer run by the rule of law?

This is one more in a series of recent government attacks on citizens it is supposed to protect and on the freedom of speech of the media and civil society organization – the assault by prison wardens and inmates against helpless families, journalists and human rights activists in Ukonga and a similar attack on residents of Morogoro still loom in our minds.

The TV and Radio slots which the Ministry of Education and Culture deplores reflect the views of many teachers, pupils, parents and others – and they cannot and will not be silenced. One way or the other, the people of Tanzania will speak out against mediocrity, corruption and harassment in any wing of government, just as they will speak out on behalf of equity, accountability and openness when practiced by a wing of government.

This is their right and duty as citizens, just as it is the duty and obligation of government to listen to its citizens, engage in self-criticism when called for, and seek open dialogue so as to serve its people better.

What is all the more remarkable about the Ministry's negative response to the media slots is that the slots actually promote the government policy of PEDP, which calls for openness, transparency and democracy in the management of school resources; a shift from top down government to bottom-up democracy; equity in access to schooling; and the advancement of pupil centred active learning.

Or is this one more example of a progressive sounding policy that is worth no more than the paper on which it is printed?

The circular's second rationale is a pefect expression of the top-down authoritarian framework in which government silences all views which are different, innovative or challenging.

This authoritarian practice opposes the macro-policy framework of MKUKUTA, which, in contrast, promotes consultation and dialogue at all levels, and specifically calls for openness and transparency. Where does the government really stand on democracy? Is all the talk about consultation and dialogue mere words to please the electrorate?

When it started in August many hoped the Minister's verbal attack on HakiElimu was a clash of personalities, or a simple parting of views. The circular, however, represents an official government position and takes this issue to another level.

The Minister's earlier threat to go to the Registrar of NGOs followed by this banning of NGO activity, confirms the fears of many citizens, that the NGO Act which was recently passed by Parliament can and will be used by the government to silence critical and creative voices in civil society.

Today HakiElimu is banned from carrying out its activities – who will be next tomorrow? We want it to be noted that NGOs have the right to exist in Tanzania, the right to speak out without fear, and we will not be silenced.

All democrats in this country should be amazed that the government would ban a highly respected and popular activist organization on the eve of elections, when they are seeking votes, what will happen when the vote seeking is over and they re-gain control of the reigns of power.

What does it say about the ruling party's respect for citizenship rights, human rights and the people's right to organize and voice their views?

It surprises everyone that the report the government says has misreported on the state of education in Tanzania has been researched on and produced with full cooperation of teachers, school committees, heads of schools and education officers at all levels.

This is a report which has input from the Ministry's own personnel, yet the Ministry disowns it. Is there a story behind which the government is trying to cover and white wash its image?

The government must rescind its order, and all citizens should demand a lifting of the ban against HakiElimu by the Ministry of Education and Culture, and an apology by the Minister for Education and Culture to HakiElimu, the civil society community and all those who cherish human rights, peace and justice.

Reject this diktat

Jenerali Ulimwengu, The African, 07/10/05

In that tantalizing penumbra between surprise and shock inhabited by our collective senses, it has become possible to explain the inexplicable. For, you see, one who knowingly lives near a pit of adders may be shocked every time he takes a sting without necessarily being surprised.

It is in that sense that we register shock every time an untoward act is committed even though we are not surprised, mainly because we have been there before. That is how we take the banning, announced two days ago, of HakiElimu, an NGO devoted to advocacy on matters educational. How, shocked as we are, can we be surprised that the government has once again resorted to its usual strong-arm tactics at the beginning of an argument it knows it will lose?

About ten years ago to day, another civil society organisation found itself in this situation, when the government announced its deregistration, citing a number of incomprehensible reasons. BAWATA was set up as an NGO seeking to be a voluntary, non-partisan vehicle for women's mobilization in the quest for greater participation of women in the nation's affairs. Although the idea was first mooted by female heavyweights within the ruling party, when the first elections put at the helm of the organization a hyperactive, pocket-sized academic from the University of Dar es Salaam named Anna Tibaijuka, all changed.

The ruling party women's organization disowned their own creation and soon the government announced its banning, citing impropriety in the utilization of donor funds and such like. The sub-story of that saga, little known to the public, involved the precipitate transfer from Stockholm to Kigali, and eventual recall to Dar es Salaam, of Tanzania ambassador to those two stations. His name was Wilson Tibaijuka, husband of troublesome Anna.

The man died shortly afterwards, and his death was hardly noticed by highly placed individuals who had been his closest colleagues before his wife committed the unforgivable sin of leading BAWATA. The vindictiveness that came on the heels of that guilt by association demonstrated this episode was instructive enough (to those who knew what was afoot) in the humanity of those we call leaders.

The BAWATA saga is still with us. Mrs. Tibaijuka has since scaled the ladders of world leadership, occupying as she does today the highest UN office ever by a Tanzanian and African woman, and having served on the so-called Blair Commission on Africa alongside her fellow commissioner, President Benjamin Mkapa. In the national courts, a suit she instituted against the government ban is

stalled by government refusal to acknowledge defeat, and bad blood still shows in the cold body language between the government and one of the country's most illustrious daughters of all time.

So when I read about the ban slapped on HakiElimu I was shocked, but not surprised, for it is totally in character with our government. And lest anybody thinks that I am taking it out on the Tanzania government, it may be some consolation to know that this is standard behaviour for all governments in Africa, and most in the world. Though governments may be made up of brilliant individuals and men and women, several endowed with considerable intellectual heft, collectively governments have revealed themselves to be inept at sustaining an argument.

This is basically because bureaucracies, being essentially civil militaries, are not constructed as thinking organizations. They are meant to carry out orders and to ensure orders are carried out, and any arguments along the way are obstructionist and must be done away with. In addition, though not equipped to deliver confounding philosophical demonstrations, state bureaucracies always wield persuasive arguments that all or us none state actors have been deprived of: they have a monopoly of organized violence.

Every time you are locked in an argument with an agent of state bureaucracy – it does not matter whether it is about the number of angels that can dance on a pinhead, or the physics involved in the delivery of boats by road to Mwanza-watch his hands. If he makes as if to reach for something in his pocket, it is not a little reference book he is about to open to crush your argument with; it is a club to clobber you with. Government types like this kind of argument: it is cheaper, faster and, in our cowed societies, permanent, well, quasipermanent.

Just against what law did HakiElimu transgress? What has irked the Ministry of Education and Culture so much as to want to ban this innocuous organization? What is so harmful in the messages showing some of the shortcomings of our educational systems, and, indeed, how some ingenuity has been used by resourceful citizens to address some of them?

I have personally watched all those TV advertisements that have apparently irked people in the Ministry and I am at a loss to see what could, even remotely, be considered offensive. What they depict is common knowledge in our schools, and if I were to critique them I would perhaps complain that they are being too lenient on our educational system, because there are so many crucial areas they have not touched. The trick, rather than seek to ban this kind of activity, should be to encourage HakiElimu to do further work in exposing these weaknesses and calling for their rectification.

Very little is said by the HakiElimu ads about the corruption in our system that has turned our examination system into a commercial enterprise for a few Ministry officials who literally run shops selling exam papers; nor the scandalous state of many of our schools, which, even in the vicinity of Dar es Salaam, continue to present the profile of pen-hens and pigsties, notwithstanding the much-vaunted primary education development programme, etc.

I hear nobody say that the government has done nothing to improve the standards of education. What I am hearing are voices saying more can done, and who can quarrel with that, since when could more not be done? And the good thing about the HakiElimu ads is that they often go beyond the critique, and propose what can be done. What more does the Ministry want?

Even supposing there was something wrong with the activities of HakiElimu, even if the Ministry had genuine grievances concerning its work, even if a law had been broken, just what justification is there for an arbitrary and opaque decision to ban HakiElimu? Would it not have been more beneficial for the society if the government had prosecuted HakiElimu in a court of law so that we all got the benefit of the arguments on both sides?

I hope all the civil society will rise in anger against this purported ban because it may still prove to be a non-ban, depending on how we construe the legal instruments appertaining there too and ensure it comes to nil. If it is indeed a ban, then we all are enjoined to condemn it, and reverse it, because it seeks to take us back to an earlier era of whim, fiat and diktat, and anything that does that agressess sense and assails humanity. It must be rejected by all our might and main.

I expect no less than a civil society insurgency, on a cultural level, a concerted effort to teach those in government as a whole that they do not own us; that ministry service, and that they are not their servants so that they may stop our chosen activities legal activities – simply because they do not please them!

There can be no doubt that the ministry has its side of the story. We would like to hear it, and a place to have it heard should be either in an open debate moderated by the media in a TV discussion for instance or in the court-room. Arbitrariness just will not wash.

Ukishangaa ya Mapuri, utaona ya Mungai

James Marenga, Tanzania Daima, 08/10/05

FIKIRIA tangazo la Mangungu linalotolewa na shirika lisilokuwa la kiserikali linalojishughulisha na utetezi wa masuala ya elimu (HakiElimu) kupitia vituo vya televisheni na redio, ambalo anaonekana (kwenye televisheni) mwalimu mkuu akiwataka wenzake kwenda kununua vifaa vya ujenzi wa shule kwenye duka la Mangungu. Sio nia yangu kurudia tangazo zima, lakini katika majibishano yao, hatimaye inabainika kuwa bei wanayonunulia katika duka la Mangungu imeongezwa kwa makusudi kwa ajili ya 'chakula cha wakubwa'.

Fikiria ujumbe wa tangazo lingine la HakiElimu ambalo linaonyesha mwalimu akitetea watoto wa kike wapewe haki ya kusoma, lakini ghafla anaingia mwanafunzi mwenye mimba kwenye mkutano na kumtaka atolewe nje lakini baadae wajumbe wanakuja juu na binti huyo anaruhusia kubaki mahala hapo.

Matangazo haya mawili, yana ubaya gani au yanamdhalilisha vipi mwalimu hadi serikali kuyapiga marufuku? Hapo Waziri wa Elimu na Utamaduni, Joseph Mungai umechemsha kama alivyochemka askari mwenzio wa mwavuli, Omar Mapuri, Waziri wa Mambo ya Ndani alipotetea kupigwa kwa waandishi na raia wengine wasio na hatia.

Ama kweli kila zama zina mambo yake na huenda zama hizo zinapokwisha, zinakwisha na mambo yake kwa sababu si watu wote hata kama wale wanaojifanya kuwa ni wazama hizo, walikuwa wanayapenda na kuyafurahia mambo hayo.

Zama za Rais Benjamin Mkapa za ukweli na uwazi, dalili zinazoonyesha wazi kuwa atakapomaliza muda wake nazo zitakuwa zimemalizika.

Kwanini nasema hivyo? Kauli au taarifa za hivi karibuni za baadhi ya wale aliowaita askari wake wa miavuli pamoja na watendaji wake, zimedhihirisha wazi si wote walikuwa upande wake wakimuunga mkono. Tumemsikia Mapuri hivi karibuni akiuficha ukweli juu ya vitendo vya askari magereza na mpaka sasa amegoma kujiuzulu pamoja na kelele alizopigiwa.

Mungai naye ameingia ghafla na suala la HakiElimu, amekataa kabisa kuambiwa ukweli wa maendeleo ya shughuli katika wizara yake, hautaki ukweli wala uwazi wa bosi wake.

Namsikitikia mgombea uraisi wa Chama Cha Mapinduzi, Jakaya Kikwete, kwa sababu kauli mbiu yake anasisitiza ataendeleza yale yote ambayo mtangulizi wake amekuwa akiyafanya, tena kwa kasi mpya, ari mpya na nguvu mpya, lakini labda nimwambie hili la uwazi na ukweli aliondoe kwenye mahesabu yake, kwa sababu kwa mtazamo wangu hawazi kuliendeleza.

Wengi kama si wote watakao kubaliana na mimi, waraka uliotolewa na Waziri Mungai hivi karibuni wakuitaka HakiElimu kutotoa taarifa zozote za masuala ya elimu ya msingi wala sekondari kwa madai kuwa zinaidhalilisha na kuwadhalilisha walimu, inaonyesha wazi dhana ya uwazi na ukweli inapotea.

Viongozi walio wengi kama ilivyo Mungai na wizara yake, hawapendi kuwa wazi wala wakweli na hawapendi kusikia mtu akisema juu ya kazi zao wanazozifanya, kwa sababu wanajua mambo yao mengi hayako wazi na wanaogopa watu watayajua.

Wakati wa utawala wa Baba wa Taifa, Mwalimu Julius Nyerere, yale ambayo Mungai na watu wake wanayakataa leo yasisemwe na HakiElimu, alikuwa akiyaeleza kwa watendaji wake na yalimsaidia kuweka misingi mizuri ya utawala bora.

Hatua iliyochukuliwa na wizara ya Mungai ni aibu kwa taifa kama hili ambalo limekubali kuingia kwenye utandawazi. Kitendo cha kutokubali kukosolewa au kushauriwa kwa shughuli za kimaendeleo anazofanya na wizara yake, ni udhaifu mkubwa ambao hauna budi kuepukwa.

Waraka huo kutoka ofisi ya Mungai unadai kuwa HakiElimu imekuwa ikikejeli na kudhalilisha walimu na mafanikio yaliyopatikana kutokana na kuboreshwa kwa mfumo wa elimu ya msingi na sekondari kunakofanywa na matangazo yake kwenye redio na televisheni.

Inashangaza sana kwa wizara hiyo kusema eti walimu wanadhalilishwa na matangazo yanayotolewa na asasi hiyo, lakini hatujawahi kusikia walimu hao wakiwa mmoja mmoja au hata kupitia umoja wao wakiilaumu asasi hiyo.

Kwa mtazamo wangu, udhalilishaji mkubwa wa walimu si huu wa matangazo ya HakiElimu kwenye televisheni na redio, kwangu mimi udhalilishaji mkubwa ni ule wa kutopatiwa mahitaji yao muhimu ambayo asasi hiyo imekuwa ikiyapigania kwenye programu zake.

Ninachoamini mimi ni kuwa shughuli yoyote ile yenye kuleta maendeleo na inayohusisha watu wengi, haina budi kuangaliwa na kutupiwa macho mara kwa mara ili iweze kuwa na ufanisi. Wizara inataka kutuambia imefanya mazuri ambayo hayaitaji kukosolewa wala kutiliwa shaka, inataka tuamini mapungufu tunayo yaona kwenye utekelezaji wa mpango wa maendeleo ya elimu kama MMEM hayapo na wala hayapaswi kuzungumziwa.

Mungai pamoja na watendaji wake, wanataka kutuambia si kweli kwamba kuna matatizo ya uendeshaji wa kamati za shule, hasa linapokuja suala la usimamizi wa miradi kama ile ya MMEM na MMES.

Mbona tayari tumesikia huku na kule madarasa mengi yaliyojengwa kwenye mpango huo hayakukidhi taratibu zilizowekwa kutokana na kukiukwa kwa taratibu za zabuni, kwani hili wizara hailijui? Kwa nini wanaona vibaya kukosolewa?

Wengi wetu tunafahamu chanzo cha haya yote ni utafiti uliofanywa na taasisi hiyo kwa kushirikiana na Taasisi ya Kuzuia Rushwa (TAKURU); kuhusu rushwa kwenye sekta ya elimu na utafiti huo ulionyesha rushwa hasa ya ngono imekithiri kwenye sekta hiyo.

Hilo lilimchafua sana Mungai na hata akadiriki kusema wazi kuwa utafiti huo haukuwa na ukweli na si wa kisayansi, labda ni kweli lakini kama waziri aliona hakuna ukweli kwenye utafiti huo, cha msingi ambacho wangeweza kufanya ni wao pia kufanya utafiti au kutumia taasisi nyingine na kisha kutoa taarifa za kuonyesha ukweli juu ya jambo hili.

Mimi siamini asasi kama HakiElimu inakisa au kisasi na Wizara ya Elimu kiasi cha kuiundia mizengwe kwenye utendaji wake, kazi zinazofanywa na asasi kama hizo ni kuhamasisha na kuelimisha wananchi kutambua haki zao wanazopaswa kupata kutoka kwenye serikali yao na si vinginevyo.

Kwa mfano ninachofahamu juu ya HakiElimu ni programu zao za kutoa elimu ambazo zimesaidia kuamsha wananchi juu ya haki zao na kupata taarifa za maendeleo ya shule, elimu kwa wanakamati wa shule juu ya matumizi ya fedha za maendeleo na hayo yote hata wizara ina ushahidi nayo.

Wizara lazima ikiri kwa waraka huo imekosea na sisi tutaendelea kuieleza mpaka iuone ukweli, na waelewe kama wizara hawana mamlaka ya kuifunga mdomo asasi iliyosajiliwa kisheria kutoa mawazo yake juu ya utendaji wao.

HakiElimu haikuwatukana, inawakilisha matakwa ya wengi juu ya maendeleo ya elimu na hili ni haki.

Why doesn't Mungai want criticism?

Lawi Joel, The Guardian, 08/10/05

If I were President and Minister for Education and Culture Joseph Mungai a minister in my government, I would tell him to either shut up or resign forthwith in connection with the education dramas on TV by HakiElimu.

Mungai is trying to hide the weakness, evils and failures of his ministry and is now making much ado about nothing. For a long time the Tanzanian community has debated fiercely the weaknesses of the Ministry in its deliverance of quality education and why particularly the standard of education in the country is low. Many reasons have been advanced as the course. In fact the main source of the problem has been found to be composite. It is a monster that the community has inadvertently bred over the years.

There can be no explanation why the humorous flashes on TV by HakiElimu offend Mungai. He either knows the evils and does not want the President to know about them or is protecting them for some reasons.

Let us, albeit for just a moment, illustrate our talk. It was minister Mungai himself who on 25 March, 2004 while officiating at a congratulations ceremony for 10 primary schools that recorded best results in Std. VII 2003 National Examination from Mufindi District in Iringa Region, directed school committee to 'closely follow expenditure of funds allocated for school book purchases'.

On the contrary violation of the directive has been gross and blatant. The committees have devised various dishonest means of stealing that money. HakiElimu illustrates one so graphically. Two teachers go to a shop where the shopkeeper asks them if they want to pay the normal price or for schools. What is the difference; the two teachers ask the shopkeeper who wonders if they really live in 'this world'.

I can imagine the minister watching all this on his tube at home in the evening between news. It might appear to him as a parody of the evil. Does he sit up because of shock?

"My God! I thought they did not know this. How did the bloody HakiElimu come to know about it? Damn" I imagine him saying.

HakiElimu does not focus on that evil for no reason. Embezzlement of school funds particularly has been a main cause of poor education. No doubt the minister still remembers that in a space of 5 months beginning from January this year to May the government, and this means Mungai's ministry, relieved of their posts 34 head teachers of the 161 primary schools in Sengerema District for

misusing MMES funds. It was discovered that of the 266m/- a whopping 42m/- had disappeared, and possibly through such questionable purchases of schoolbooks. Is it not proper therefore somebody points in some way to this evil? Does Mungai still say damn?

Damn indeed. The education ministry has many problems. It has not come up with a convenient means to facilitate the learning process for the disabled. HakiElimu illustrates the problem the failure has caused. An armless pupil leads a blind fellow pupil into class. But they both fail to read the book because the blind cannot see it and the armless cannot open it. Did Mungai foresee the problem? Never mind the past. Are we doing something or anything about it?

Teachers are demoralized. Salaries come late. The work is too much. A 2004 report says that Nyakishozi Primary School in Muleba District, Bukoba Region had more that 200 school children but only one teacher, a Mr. Regious Anthony who closed school every time he went to the municipal center to pick up his salary. That was the same thing the lonely teacher at Tamkeri Primary School in Nyamburi Village, Serengeti District of Mara Region did last year and possibly still does. Is it any wonder then that they devise means to embezzle MMES funds? Many of them are fleeing the profession. Is Mungai listening?

Whispers have in fact hit the streets that the livid minister has prohibited this non-governental organization, HakiElimu from raising any education issues. He has also gone further than that. Anybody who speaks to HakiElimu when the organization comes nosing around will face the music, Mungai is reported to have said. It is a pity.

More often than not the President has called upon the people to reveal corrupt people. It may be too dangerous for one to do so, but what HakiElimu does is one way of doing it. So what's the matter with Mungai? Why doesn't Mungai see that as important in educating the people to advance liberation of women?

Liberation of women and the girl child has been most the focus of education in our country. When a girl child sits with the adults at a seminar on a social matter an official orders that she be removed. The people protest that the child also needs the education they are getting.

In July this year an official of Ministry of Education and Culture Eliufoo Mnguu opened the 7th anniversary of Secondary Schools, TUSEME on behalf of the ministry's permanent secretary. That day he said secondary schools head teachers should lead the campaign to liberate the girl child. The HakiElimu drama of the girl child at the meeting is therefore relevant.

And Mungai, one of the President's paratroopers of who Mkapa is so highly proud, ought to be only thankful for HakiElimu for their revelation. His effort to

muzzle HakiElimu defeats the President's proclamation of the rule of law, transparency and the right to speak.

HakiElimu Executive Director Rakesh Rajani says that well in his protest to Mungai's ban.

"Independent analysis, right to access and impart information, transparency, public debate and citizen accountability of government are the bedrock of good governance and accountability," Rajani says.

That transparency reveals an irate teacher, barking like a fierce watchdog and whirling in the class like some Attila the Hun. The pupils sit in front of him in apparent fear, their eyes focused on the cane in his hand. He asks mathematical questions, but when a pupil answers, he raps the desk frightfully with the can and barks again, "You have guessed the answer!"

The bell rings to end his class. He whirls around like some robot and reveals to the class that he had more terror for them. "You are lucky," he snarls before heading for the door. Immediately another teacher enters the class. He has no cane at all but a book in his arm. Of course the children have known him for they receive him with a merry greeting. After they sit down he asks them how they want to go about their lesson today. It is a class that the children enjoy and the girl answering gesticulates dramatically with her shoulders. *Attila the Hun* is watching through the window. Is Mungai ashamed of it?

If he is, the cane has a message. Some time in January 2004 John Kessy, a pupil at Mandangeni Kirua Vunjo Primary School in Moshi Rural District was admitted to the Kilimanjaro Christian Medical Centre (KCMC) after his teacher, using a ruler, allegedly beat him up. Caning, though prohibited in schools, has not stopped.

Obviously, given his protests, the minister does not want a debate on the education problems for the Tanzania's society. He is either saying he is not accountable for these shortcomings or does not want to be held accountable for them.

It is not that the ministry has not achieved anything under him. It is under his leadership in Mkapa's government that Tanzania's aggrieved teachers have been paid their longstanding dues. And Mungai, rightly a proud man has spoken of some achievement in the ministry. It is not bad that he has done so.

I would only advise him to call upon HakiElimu to also look at positive development in the ministry and equally illustrate it so graphically. The ministry cannot be without good things. Ignoring achievements of the ministry is condemning the evil and the good together and that is not right.

Wizara ya Elimu kubalini kukosolewa!

Badra Masoud, Mtanzania, 09/10/05

DEMOKRASIA ni ya watu kwa ajili ya watu. Mara zote na mahali popote kwenye demokrasia huwa kunakuwa na utawala bora na unaowajibika kwa wananchi wake kwa usawa na haki.

Mara nyingi, nchi au Serikali inayofuata demokrasia huwapa fursa wananchi wake kuweza kutoa mawazo na maoni yao juu ya huduma wanayoipata kutoka katika Serikali hiyo. Halikadhalika, Serikali inayowajibika kwa wananchi, wake, huwa wazi kwa kila jambo inalofanya kwa wananchi wake kuweza kupata taarifa kwa njia rahisi na bila urasimu.

Vivyo hivyo, Serikali hiyo hiyo hupenda kukosolewa pale inapokosea, ili kuweza kujirekebisha na kufuata mstari ulio sawa katika utoaji wa huduma, na kusimamia huduma hizo kwa wananchi na kwa maslahi ya Taifa.

Katika mada yangu ya leo nitagusia umuhimu wa Mashirika yasiyo ya Kiserikali hasa yale yanayojihusisha katika kusimamia na kutathmini utoaji wa huduma za jamii kwa Wananchi. Miongoni mwa huduma muhimu za jamii ambazo wananchi huzihitaji bila kukosa ni elimu, ambayo katika nchi yoyote inayotaka kuwa na maendeleo basi lazima watu wake wapate elimu iliyo bora na isiyo na gharama kubwa kiasi cha kuwashinda kuilipia.

Kwa miaka mingi, elimu hapa nchini imekuwa ikipigiwa kelele na hata kuwa ni lazima kwa kila mtu kupata elimu, ndiyo maana mtoto anapofikia umri wa miaka saba ambao ndiyo wa kwenda shule lazima apelekwe shule. Ndiyo maana, mwaka 1977 ilianzishwa UPE kwamba kila mtoto mwenye umri huo lazima aende shule na mzazi ambaye hatampeleka mtoto wake shule atachukuliwa hatua.

Kipindi hicho kulikuwa na wakaguzi waliokuwa wakipita nyumba hadi nyumba kukagua kama kuna mtoto aliyefikisha umri huo halafu hajapelekwa shule.

Kwa hakika, kiwango cha watoto kwenda shule kiliongezeka maradufu, jambo lililofanya hata wazazi wengi kuelewa umuhimu wa elimu kwa kila mtu na maendeleo kwa ujumla.

Hata hivyo, si ajenda yangu kuelezea kwa undani juu ya UPE, bali kinachonisukuma kuandika makala hii, ni hatua ya Serikali kuamua kuipiga marufuku taasisi isiyo ya Kiserikali ya HakiElimu, kuchapisha na kujishughuisha na maswala yoyote ya elimu nchini.

Sababu zilitolewa na Serikali kuamua kuchukua hatua hiyo dhidi ya HakiElimu ni kwamba, taasisi hiyo imekuwa ikitoa taarifa zenye picha mbaya kuhusu mfumo wa

elimu wa Tanzania na fani ya ualimu kwa ujumla. Kwa hakika sikuamini kusikia hatua kama hiyo ikichukuliwa na Serikali yenye kufuata demokrasia na Utawala bora, ikitoa uamuzi huo kwa taasisi ambayo imekuwa ni kioo kikubwa cha jamii ya Watanzania maskini katika kutoa mawazo na maoni juu ya mfumo wa elimu.

Wengi tumekuwa tukiiona taasisi ya HakiElimu ikiwa mstari wa mbele kukemea rushwa katika sekta ya elimu, na ikielezea mapungufu katika sekta hiyo ambayo Serikali inaweza kuyaboresha ili Watanzania wote waweze kupata elimu iliyo bora na siyo bora elimu. Elimu ikiwa bora na taifa litakuwa lenye maendeleo makubwa.

HakiElimu, iliweza kusaidia kwa kiasi kikubwa wananchi kutoa mawazo na maoni yao juu ya elimu na kwamba ilikuwa ikifanya utafiti kwa kuwafikia walengwa, hasa vijijini ili kuwapa nafasi nao kushiriki katika mipango mbalimbali ya elimu. Vilevile iliweza kukemea na kuonyesha ufisadi na rushwa iliyopo katika sekta ya elimu na ikaeleza njia zinazoweza kutumiwa ili kukomesha ufisadi huo.

HakiElimu ni moja kati ya asasi zisizo za kiserikali zilizoweza kuleta mabadiliko makubwa katika sekta ya elimu ikiwamo ya watoto kutochapwa viboko, watoto walemavu kupewa kipaumbele kwenye elimu, kushirikisha wazazi na walezi katika maendeleo ya shughuli na matumizi ya fedha za elimu pamoja na watoto walio kwenye mazingira magumu kupewa elimu.

Ni dhahiri kabisa, kwa kusimamisha shughuli za taasisi ya HakiElimu ambayo imekuwa karibu zaidi na wananchi kwa muda mrefu, wananchi watakuwa wananyimwa haki yao kikatiba yakujieleza, kutoa mawazo na maoni yao.

Naamini kabisa, kama ilivyo kwamba NGO's ni sauti ya wasiokuwa na sauti; yaani kazi kubwa ya NGO yoyote ni kuwasemea na kuwatetea wale wasiokuwa na uwezo na wanaoathirika na jambo fulani.

Kwa kusimamisha shughuli za HakiElimu wananchi hawatakuwa na sauti tena katika jambo lolote linalohusu sekta ya elimu.

Hakuna asiyejua kwamba Asasi, Idara na Wizara nyingi za Serikali zilivyokuwa na urasimu mkubwa huku rushwa ikiwa imeshamiri katika ofisi zote; katika hali kama hiyo vipi utegemee mawazo ya wananchi kusikilizwa?

Nashindwa pia kuielewa Serikali hii ilivyochukua hatua hii ya kusimamisha shughuli za HakiElimu kwa sababu zinatoa picha mbaya ya mfumo wa elimu wa Tanzania; kama kosa ndio hilo si vema basi hatua za kisheria zingechukuliwa dhidi yao badala ya uamuzi kuwasimamisha? Kwa Serikali yoyote inayofuata utawala wa sheria kwenye jambo hili la HakiElimu, isingetumia mabavu yake au rungu lake kuchukua hatua hiyo. Ingefuata sheria kwa kwenda mahakamani ambapo huko ndipo haki hutendeka.

Kutokana na hatua hiyo na matumizi ya kinguvu na mabavu dhidi ya asasi zisizo za Serikali, imeonekana kwamba hata mihimili ya dola yenyewe haiaminiani ndio maana Serikali imemua kutumia mabavu yake badala ya kwenda kwenye mhimili mwingine unaosimamia sheria ili itoe uamuzi juu ya ugomvi wa watu wawili yaani Wizara ya Elimu (Serikali) na HakiElimu (NGO's).

Kwa hakika nashawishika kusema kwamba Wizara ya Elimu na Utamaduni ina upungufu, ndio maana imetumia mabavu kwani kama haina matatizo wala mapungufu na kwamba HakiElimu ilikuwa ina danganya umma basi njia sahihi kwa Wizara ingekuwa kupeleka suala hilo mahakamani.

Kutokana na kushindwa kufanya hivyo nashawishika kuamini kwamba Wizara haitaki kukosolewa, ndio maana imeamua kutumia mabavu yake ili kulipiza kisasi. Hadi lini Serikali kupitia Asasi zake zitakuwa zinaogopa kukosolewa pale penye mapungufu na kwamba wakati wote zinataka kusifiwa hivi tu. Hawaoni kwamba hiyo kazi ya kukosoa na kusifia ni kazi moja tu kwa wananchi, yaani penye sifa watasifia na penye kosa basi ni wajibu kukosolewa ili marekebisho yafanyike.

Kwa kuizuia HakiElimu kufanya kazi yake ambayo ilikuwa ikifichua uoza na ufisadi uliokuwa ukiendelea kwenye sekta ya elimu, inaonekana Serikali kupitia Wizara yake ya Elimu na Utamaduni, imeamua kubariki ufisadi huo na kwamba HakiElimu ilipokuwa ikifichua ilikuwa ikifanya makosa kwani hiyo ni halali.

Hivi kweli kwa mtaji huu wa kuwanyima wananchi haki yao ya kupata taarifa, kuhoji, kutoa mawazo na maoni, lengo la Tanzania la kuwa na Utawala bora, unaofuata sheria, unaoheshimu haki za binadamu na maisha bora kwa Wananchi wake litafikiwa?

Watanzania wanahitaji kushiriki katika maendeleo yao wenyewe kwa kuwanyima haki hiyo, kamwe hawataendelea.

Hadithi ya Mfalme Juha na Wizara ya Elimu

Chachage S. Chachage, Mtanzania, 09/10/05

MWAKA 1963, mwandishi mashuhuri wa tamthilia, Farouk Topan, alitunga mchezo wake wa kuigiza, Mfalme Juha, kutokana na masimulizi ya mapokezi. Tamthilia hiyo ilichapishwa mwaka 1971 na Oxford Univesity Press.

Katika tamthilia hii, msomaji anakumbana na Mfalme Juha ambaye amechoshwa na malalamiko ya watu. Hataki kusikia malalamiko yoyote.

Kwa mara ya kwanza msomaji anakutana na Mfalme huyu akimuuliza waziri wake ikiwa watu waliojaa kule nje wamekuja kumsalimia na kumpongeza kwa kushughulikia matatizo yao? Anapojibiwa kwamba wamekuja kuleta kesi, anakasirika sana na kusema kuwa hajui kwa nini malalamiko yazidi kuongezeka!

Katika ngano hii, huyu alikuwa ni mfalme, na hakuwa akiongozwa na katiba katika mamlaka yake, hivyo tunaweza kumwelewa. Lakini haiyumkini kuwa vipi mambo kama hayo yanaweza yakajitokeza leo.

Kisa hiki nimekikumbuka baada ya kufuatilia wiki hii matendo ya Wizara ya Elimu na Utamaduni yaliyopelekea kuipigia marufuku taasisi isiyokuwa ya kiserikali, HakiElimu, kuchapisha makala au tafiti zozote zinazohusu shule za Tanzania. Amri hii imetolewa kupitia Waraka Nambari 5 wa 2005 uliotolewa tarehe 8.9.2005.

HakiElimu imepigwa marufuku kufanya hayo, kwa sababu: (a) Inachafua picha ya mfumo wetu wa elimu na taaluma ya ualimu, (b) Imeshindwa kufuata maagizo ambayo imepewa mara kwa mara na Wizara ya Elimu.

Hizi ni enzi za demokrasia. Kilichotegemewa na wengi ni kwamba, ikiwa HakiElimu imekuwa inatoa hoja potofu au ambazo hazina ukweli, basi hoja hizo zingejibiwa kwa hoja kwa manufaa ya nchi. Si hivyo tu: Wananchi hatujaambiwa kama huo uchafuzi ni upi, na umekuwa ukifanyika kwa namna gani.

Haikuwa hivyo, badala yake kilichotokea ni kama katika zile ngano za akina Abunuwasi enzi za Harun Rashid: kama kioo kinakuonyesha sura yako katika hali usiyoipenda, basi vunja kioo, kisha utabaki na sura unayoipenda! Hilo ndilo suluhisho! Huu mzozo wa Wizara na HakiElimu umeanzia wapi na kwa nini Wizara imefanya ilichokifanya? Hapa yabidi tuliangalie kihistoria.

Suala la elimu lilikuwa mojawapo ya yale ya msingi katika kudai na kupigania uhuru wa nchi hii. Baada ya uhuru, juhudi kubwa zilitumika katika kupanga mipango ya elimu, kutafakari kuhusu muundo wa elimu uliowastahili Watanzania ambao ungekuwa tofauti na ule wa kikoloni, na hata kubainisha kama nini ilikuwa malengo na shabaha ya elimu katika ukombozi wa Mwafrika.

Ilitanabaishwa wazi kuwa shabaha ya elimu ilikuwa nikurithisha kutoka kizazi kimoja hadi kingine maarifa, tamaduni na mila za taifa, na kuwaandaa vijana wawe tayari kuchukua nafasi zao katika kulitumikia na kuliendeleza Taifa. Hii ndiyo ilikuwa shabaha ya elimu katika Taifa lolote. Haya aliyasema Mwalimu Julius Kambarage Nyerere 1967. Ni kwa sababu hiyo, mfumo wa utoaji elimu ulijikita katika misingi ya taifa kutoa elimu kwa vijana kwa kuhakikisha kwamba Serikali iligharamia elimu kwa kutumia kodi za wananchi (siku hizi tunadanganywa kwamba ilikuwa elimu ya bure, wakati kila mtu anajua kuwa mapato ya Serikali yanatokana na kodi). Elimu ilikuwa ni moja wapo ya huduma za jamii. Kwenye katiba ya mwaka 1977, kabla ya baadhi ya vifungu havijabadilishwa kinyemela, ilikuwa imetamkwa wazi kwamba kila mtu alikuwa ana haki ya kuelimishwa na kila mtu alikuwa na uhuru wa kutafuta elimu katika fani aipendayo kwa uwezo na upeo wake.

Baada ya kuingia masoko huria, kifungu hicho kilibadilishwa na kusomeka; "Kila mtu anayo haki ya kujielimisha, …."! Ilikuwa nini baada ya kuleta sera za kuwataka watu "wachangie" katika uendeshaji wa elimu. Yaani: Watu walipe kodi, kisha baada ya hapo wachangie tena. Kihalisia, maana yake walipe kodi mara mbili.

Haya ndiyo yaliyozikumba sekta zote za huduma za jamii- afya, maji, n.k. Serikali ilikuwa imetii amri ya Benki ya Dunia na Shirika la Fedha la Dunia. Taasisi hizi zilidai kwamba kutoa elimu ya "bure" hakuna manufaa, na ni mzigo kwa Serikali, kwani Serikali ilibidi ipunguze viwango vya kodi kama sehemu mojawapo ya vivutio kwa wawekezaji. Viwango vya kodi visingepungua ikiwa Serikali ingeendelea kubeba mzigo wa kutoa huduma za jamii!

Sera mpya zilikuwa zimewasili: huduma za kijamii, utamaduni, vita dhidi ya ufukarishwaji, n.k. sasa yalikuwa ni ya mtu na watu binafsi na si ya jamii wala taifa. Ilibidi kuingia katika itikadi mpya ya kila mtu na lwake. Matokeo ya sera hizo hayakuchukua muda mrefu kusadifu, kwani idadi ya wanafunzi mashuleni iliporomoka, mashule yakaanza kugeuka magofu na viwango kwa ujumla viliteremka vibaya sana.

Hapa, hata sheria ya kuwalazimisha wazazi wawapeleke watoto mashuleni hazikufua dafu.

Haikuwa ajabu kusikia mzazi huko Lindi amemchapa mwanae viboko kwa kuwa amefaulu kwenda sekondari, kwani kufuatana na hali mbaya walizokuwa nazo watu wa makondeni, hili lilimaanisha kutoa mali zote kumlipia huyo na kisha kuwaacha wengine matumbo wazi!

Mambo yalibadilika mwanzoni mwa karne hii, kutokana na hizo taasisi za fedha za dunia zilizozikataza serikali zetu kugharamia elimu kubadili mwelekeo. Lakini pia,

baada ya taasisi hizi za fedha za dunia kukataza hiki na kile, hatimaye zilikuwa zimefikia hatua ambayo hakukuwa na shughuli ambayo ingelazimisha serikali zetu kukopa.

Zilihitaji kukopesha hata kama ni kwa masharti nafuu, ili ziendelee kupata faida. Kwa hiyo zikabadili sera zake kuhusu ugharimiaji wa elimu, bila kukiri kwamba sera za awali za Serikali ya kizalendo ilikuwa sahihi.

Sasa zilidai kwamba ni vyema Serikali ikagharamia elimu, kwani zimegundua kwamba elimu ni mbinu moja wapo ya kupunguza umasikini. Na huo ukawa ndio mwanzo wa kuanzisha Mpango wa Maendeleo ya Elimu ya Msingi (MMEM).

MMEM ulianza mwaka 2002. Serikali ilipata mkopo wa masharti nafuu wa Benki ya Dunia kwa ajili ya mpango huu kiasi cha dola 150 milioni. Kadhalika wafadhili wengine walijitokeza, miongoni mwao wakiwa ni Umoja wa Ulaya, Sweden, Norway, Ireland, Canada, n.k.

Tofauti na mipango ya elimu nchini kabla ya mipango ya urekebishaji uchumi, wakati ambapo maswala ya elimu yaliangaliwa kwa upana zaidi, kwa kuzingatia masuala ya kisiasa, maudhui ya elimu na matokeo ya mchakato mzima wa elimu, MMEM ulianzishwa kama mradi na sio sera.

Ni mradi wa miaka mitano (2002-2006), wenye malengo ya kuboresha elimu kwa kuongeza idadi ya wanafunzi, kuboresha mashule, kuboresha viwango vya walimu na kuongeza idadi yao na kuboresha uendeshaji wa mashule.

Hadi kufikia mwaka 2004, Wizara ilikuwa imetoa ripoti sita za kutathimini MMEM mnamo mwezi wa Julai 2005, HakiElimu ilichapisha ripoti inayoitwa miaka mitatu ya utekelezaji wa MMEM: Matokeo kutoka mapitio yaliyofanywa na Serikali na kuizindua tarehe 25.08.2005. Ripoti hiyo iliandikwa na Profesa Suleman Sumra, Profesa wa elimu mstafu wa Chuo Kikuu cha Dar es Salaam.

Hii ripoti ilikuwa ni uchambuzi uliotokana na mapitio ya hizo ripoti sita za tathmini ambazo Wizara yenyewe ilikuwa imezifanya au kuzigharamia.

Ripoti hiyo ilibainisha kwamba MMEM ni kati ya mageuzi muhimu yaliyopata kutokea katika miaka ya karibuni, na Tanzania ilikuwa imefanya jitihaha kubwa katika kuboresha elimu ya msingi katika miaka ya karibuni, lakini bado haijafanikiwa kufikia malengo muhimu na ubora bado uko chini.

Ripoti ya HakiElimu ilitoa muhtasari wa matokeo, idadi ya malengo ya MMEM yaliyotokana na tathimini za msingi na kiundani ya mpango huu zilizofanywa na Serikali yenyewe.Tathmini zilionyesha kwamba mafanikio makubwa yamepatikana kutokana na MMEM katika miaka mitatu ya kwanza, ripoti hii

ilionyesha. Lakini pia, licha ya kuwepo mafanikio, bado kulikuwa na mengi yaliyohitajika ili kuboresha na kuimarisha elimu, ikiwa ni pamoja na ile ya sekondari.

Ilibidi pia kusipunguzwe kasi katika msisitizo wa kuendelea kuboresha elimu kutokana na mafanikio yaliyopatikana, hususan katika nyanja za ufundishaji wa walimu, uandikishaji na usambazaji wa usawa wa walimu pamoja na kusambaza vitabu vya kutosha na kwa wakati muafaka.

Haya ndiyo yaliyokuwa yameainishwa katika tathmini za Wizara, ambayo HakiElimu iliamua kuyasisitiza. Mnapo tarehe 30.08.2005, Waziri wa Elimu, Mhe. Joseph Mungai aliishambulia ripoti ya HakiElimu, kwa madai kwamba ikiwa ikipiga vita mafanikio yaliyopatikana katika Sekta ya Elimu.

Akazidi kuishambulia kwa madai kwamba imekuwa ikitoa programu katika vyombo vya habari zenye malengo ya kuichafua picha ya elimu na kuwadhalilisha walimu ambao wanafanya kazi katika mazingira magumu.

Ikumbukwe kwamba, mwaka 2004, HakiElimu kwa kushirikiana na Taasisi ya kuzuia Rushwa ilikuwa imefanya mashindano ya uandishi wa Insha kuhusu Rushwa katika Sekta ya Elimu. Insha 3000 zilipatikana, na katika hizo, baadhi zilichapishwa katika kijitabu. Wizara ya Elimu ilitoa tamko la kulipia kwenye vyombo vyote vya habari la kuyabeza mashindano hayo kwa misingi kwamba hayakuwa ya kisayansi.

Kwa wale wanayoifahamu HakiElimu, hii ni taasisi isiyo ya kiserikali ambayo malengo yake ni kutetea usawa, ubora, haki na demokrasia katika elimu na jamii.

Kazi yake kubwa ni kuiwezesha jamii kupata habari, kuiwezesha jamii kuwa na uwezo wa kutoa mawazo kuhusu sera na mfumo wa elimu, kuchochea mijadala miongoni mwa wanajamii kuhusu masuala ya elimu, kufanya utafiti na kuchambua sera, n.k.

Hivyo, imewawezesha waandishi wa habari kuandika habari za kitafiti nyingi kuhusu elimu, kadhalika imechapisha miongozo ya ushirikishwaji katika kamati za shule, na vijitabu mbalimbali, ikiwa ni pamoja na hotuba ya Rais Benjamin Mkapa kuhusu elimu, mapitio ya bajeti ya Wizara ya Elimu na Utamaduni na kitabu cha mkusanyiko wa maandiko na hotuba za Mwalimu Nyerere kuhusu elimu.

Jamii na historia ndiyo itakayoamua. Lakini, kimsingi Wizara imekiuka masuala kadhaa ya kikatiba katika kitendo chake cha kuizuia HakiElimu kufanya shughuli ambazo wengi wetu tulio katika shughuli za elimu zinatunufaisha na pia kutupa ari ya kufikiria kuhusu mwenendo mzima wa elimu na jamii.

Ibara ya 18 ya Katiba ya Jamhuri ya Muungano wa Tanzania inatamka wazi kwamba kila mtu: (a) anao uhuru wa kuwa na maoni na kueleza fikra zake; (b) anayo haki ya kutafuta, kupokea na kutoa habari bila kujali mipaka ya Nchi; (c) anao uhuru wa kufanya mawasiliano na haki ya kutoingiliwa katika mawasiliano; na (d) anayo haki ya kupewa taarifa wakati wote kuhusu matukio mbalimbali muhimu kwa maisha na shughuli za wananchi na pia kuhusu masuala muhimu kwa jamii.

Katika Ibara ya 21 (2) Katiba inatamka kwamba, "kila raia anayo haki na uhuru wa kushiriki kwa ukamilifu katika kufikia uamuzi juu ya mambo yanayomhusu yeye, maisha yake au yanayohusu taifa." Hata kama tukirudi kwenye Ibara ya 8 (1) ambayo imetamka kwamba Tanzania ni nchi inayofuata misingi ya demokrasia na haki ya kijamii, hata pia inatamkwa kuwa (a) wananchi ndiyo msingi wa mamlaka yote, na Serikali itapata madaraka na mamlaka yake yote kutoka kwa wananchi kwa mujibu wa Katiba hii; (b) lengo kuu la Serikali litakuwa ustawi wa Wananchi; (c) Serikali itawajibika kwa Wananchi; (d) wananchi watashiriki katika shughuli za Serikali yao kwa mujibu wa masharti ya Katiba hii.

Kitendo cha Wizara ya Elimu na Utamaduni ni tamko la wazi kwamba wananchi siyo msingi wa mamlaka na madaraka ya Serikali, kwani wao ndio wanastahili kuwajibika kwa hayo. Tunajiuliza, ni elimu gani na utamaduni wa kiraia ambao unafundishwa huko mashuleni ikiwa Wizara yenyewe haiwezi kuzingatia hii misingi muhimu ya katiba? Wizara inayovunja kanuni za Katiba na kujitwalia madaraka isiyo kuwanayo inaendeleza utamaduni gani, kama siyo ule wa kibabe?

Wizara ya Elimu na Utamaduni ambayo imeshikilia nyenzo zote za kurithisha maarifa na utamaduni ndiyo iko mstari wa mbele kuzuia utamaduni wa kutofautiana, kupingana, kuvumiliana, kuwa wanyenyekevu, kukosoana na kushauriana.

Hili halikubaliki: Hata kama tumepata mafanikio mengi, kasoro au mapungufu yana umuhimu wake, kwani ndiyo yanayotusukuma kuendelea kuwa wabunifu na watafiti katika harakati za kuyasaka mafanikio.

HakiElimu imeadhibiwa kwa kusema ukweli

Julius Samwel, Mwananchi, 09/10/05

WIKI hii serikali ilifanya maamuzi mazito ya kulipiga marufuku shirika lisilo la kiserikali la HakiElimu kuchapisha taarifa au ripoti zinazohusiana na shule za Tanzania. Uamuzi wa serikali upo katika waraka wake ambao unalipiga marufuku shirika hilo kufanya tafiti na kutoa vitabu na machapisho yoyote katika shule za awali, msingi, sekondari na vyuo vya ualimu.

Sababu ambayo serikali imetoa kwa kulipiga marufuku shirika hilo ni kuwa limekuwa likitoa matangazo ya kudhalilisha serikali kwa kubeza mafanikio ya elimu yaliyopatikana na kwamba hatua hiyo inatoa picha mbaya kwa Wananchi. Moja ya matangazo hayo yanaonekana yanaiudhi ni lile linalotolewa katika redio na televisheni likieleza jinsi baadhi ya wakuu wa shule wanavyotumia vibaya fedha za Mpango wa Elimu kwa shule za Msingi nchini (MMEM).

Sababu nyingine ambayo imetajwa na serikali ni kushindwa HakiElimu kufuata muongozo iliyopewa na wizara ya Elimu na Utamaduni licha ya kuonywa mara kwa mara. Kwa hakika, uamuzi huu unasikitisha kwa sababu hakuna mpenda maendeleo yeyote ambaye anaweza kuchekelea uwamuzi huu hata kidogo. Nasema kwa mpenda maendeleo hauwezi kumfurahisha kwa sababu ni dhahiri unaziba mwanya wa upashanaji habari na uimarishaji wa mijadala ya kidemokrasia.

Hivi kweli yanayosemwa katika matangazo ya HakiElimu hayapo hapa nchini? Ni swali ambalo tunajiuliza. Tunajua kuwa kuna maendeleo yaliyofikiwa katika sekta ya elimu nchini na serikali ya awamu ya tatu, lakini pia lazima tukiri pia kuna upungufu upo ambao unaweza kuwa kikwazo cha kufikia mafanikio makubwa zaidi. Upungufu huu unaweza kuwa unachangiwa na baadhi ya watendaji katika Wizara ya Elimu na Utamaduni. Wizara ya Elimu na Utamaduni ambayo ina jukumu la kusimamia elimu nchini, ina wajibu pia wa kuangalia na kufuatilia yanayosemwa na vyombo vingine badala ya kuchukua uamuzi wa kuvifunga mdomo.

Dalili za kutaka kuifunga HakiElimu mdomo zilianza kujionyesha siku nyingi baada ya Waziri wa wizara hiyo, Joseph Mungai kulalamika kuwa matangazo yanayotolewa na shirika hilo yanamuudhi kwa vile yanabeza mafanikio yaliyopatikana.

Mimi naamini kuwa uamuzi wa kuifunga mdomo HakiElimu ambao maandalizi yake yalianza siku nyingi, umechukuliwa kwasababu nyingine na sio hizo zinazotajwa katika waraka. Nasema sio hizo kwasababu, kama suala la baadhi ya wakuu wa shule kutumia fedha bila ya kufuata utaratibu lipo na baadhi yake wamefunguliwa mashitaka, kwa nini serikali leo iseme ni uongo!

Tatizo la baadhi ya walimu kushindwa kufuata taratibu za ufundishaji bora nalo lipo na limekuwa likizungumzwa mara kwa mara hata na Mungai mwenyewe, sasa kitu gani kilichopikwa na HakiElimu? Hakuna shaka kwamba HakiElimu ni mdau wa elimu Tanzania inaweza kuchangia mawazo, kushiriki katika kutoa michango, kuamsha mawazo mapya na kutoa changamoto zinazokwenda na mahitaji ya kikazi ya sasa katika nchi hii.

Tunashawishika kama nilivyosema hapo awali kuwa uamuzi huu umechukuliwa na serikali huenda kwa ajili ya joto la uchaguzi na sio kwa sababu kuwa kinachosemwa na HakiElimu hakipo. Hata hivyo, Mungai anapaswa kuelewa kuwa matangazo ya HakiElimu hayawezi kuwashawishi wapiga kura kubadilisha mawazo yao kutompigia kura chama au mgombea wanayemtaka.

Hatua ya serikali kupiga marufuku HakiElimu ni jambo ambalo limezua mjadala mzito kuwa huenda sasa serikali imeamua kufunga uhuru wa mashirika ya siyo ya kiserikali ambayo yanaonekana kupata umaarufu kama ilivyowahi kufanya kwa Bazara la Wanawake Tanzania (BAWATA).

Kwa nchi inayofuata utawala wa sheria, inayoheshimu mgawanyo wa madaraka na dhana nzima ya kudhibitiana katika utendaji, ni jambo lisilokubalika kwa Wizara ya Elimu na Utamaduni kuwa mlalamikaji, mwendesha mashitaka, hakimu na wakati huo huo kuwa magereza.

Utaratibu wa namna hiyo hauruhusu haki kutendekea hata kidogo. Ni vizuri serikali na vyombo vyake vyote vikafahamu kwamba hizi ni enzi za uwazi katika kushirikishwa wadau katika mambo yote yanayowahusu maendeleo ya wananchi. Serikali kuendesha kila kitu itakavyo bila kutafuta na kuzingatia maoni ya wale walioko nje ya mfumo wa serikali nikufuata utawala usio wa sheria. Kama nilivyosema awali HakiElimu wamekuwa wakitoa maoni yao kuhusu yale yanayotendeka katika mashule wala hawako kwa ajili ya kuipaka matope serikali.

Kinachoonekana hapa nikuwa HakiElimu ni mtoto ambaye amedhibitiwa sababu tu kumwona baba yake yuko uchi na akamwambia baba uko uchi jifunike. Ina maana gani kama utamwacha baba akiwa uchi usimwambie halafu watu wote wa mtaa mzima wakamuona!

PEDP'S mixed bag

Tom Mosoba, The Citizen, 03/10/05

Successes were registered in certain areas only to be cancelled by other findings. For example, though teacher recruitment was high, it was only concentrated in certain parts of the country…

While Tanzania appears to be on course to attain basic primary education for all by 2015, key policy implementation loopholes and inadequate funding are threatening to slow down the progress.

Review of the Primary Education Development Plan (PEDP) since its ambitious launch in 2001 indicates that several recorded achievements in the education sector despite being positive remain behind government targets for the last three years.

The review by HakiElimu reveals a mixed basket of successes here and failures there in efforts by the government to provide basic education as one of the key Millennium Development Goals (MDGs) adopted by a UN Summit in 2000.

The findings are based on a study of six of the government's own PEDP assessment reports made between 2002 and 2004 which are; the Implementation Stocktaking Report, National Monitoring Reports for 2002 and 2004, Joint Reviews for 2003 and 2004 and the Public Expenditure Tracking Study of 2004.

PEDP is a national five-year (2002-2006) programme jointly funded by donors to ensure all children of school going age attain primary education. The programme's key objectives included enrolment expansion, quality improvement, capacity building and strengthening institutional arrangements.

The HakiElimu report shows that while school enrolment and teacher recruitment has generally been on the rise, it is the poor quality of education, institutional weaknesses and sustainability concerns that cast a shadow over the programme.

The report refers to the big number of children (1.63 million) enrolled in standard one at the beginning of the programme in 2002 – surpassing the government target of 1.5 million as the main indicator of succss.

This achievement is a attributed to the abolition by President Benjamin Mkapa of school fees. Enrolment rates then steadily rose from 27.8 percent in 2001 to 59.4 percent in 2002 and 63.6 percent by 2003.

Reverse gear

However, there is evidence that this trend has been reversing with a worrying drop of about 17 percent reported between 2003 and 2004 alone. The number of new pupils in school then fell from 1.6 million in 2002 to 1.3 million in 2004.

According to the report, it is now estimated that 630,000 children aged seven to 13 are still out of school, with huge disparities noted in regional access, despite the campaigns. The review indicates that regions like Kilimanjaro and Mara registered a 100 percent enrolment while schools in Kigoma and Tabora areas achieved just 77 and 68 percent respectively.

Enrollment of children, especially those from nomadic communities in Singida and Arusha, is poor while many in the disadvantaged category, including Aids orphans and the disabled, were left out.

For instance, government records show there were over 14,000 children with disabilities enrolled in primary schools last year while World Health Organisation estimates the number of children with disabilities in the country to be about 700,000. This means only a dismal two percent is enrolled.

Lack of proper national strategy to plan for special needs of disadvantaged pupils hinders their participation and the capacity to provide suitable facilities and train personnel in special care programs. So most schools turned away such needy cases during PEDP registration.

It was noted that repeating of classes at the lower primary level negatively impacted on completion rates. The number of pupils repeating rose sharply from 123,000 in 2001 to over 375,000 in 2004, putting pressure on school resources and burdening available teachers. The reseating itself did not guarantee better performances.

Due to inadequate funding, 300,000 out-of-school youths who were meant to benefit under a deliberate informal training plan (MEMKWA) could not due to the absence of village youth training centers. The government had hoped to establish 11,325 such centers by 2006 but this has not been given priority.

Unfinished business

Rapid physical expansion of schools was highly visible but has not matched the enrolment rate. Over the three years, 30,000 new classrooms were constructed leaving a shortfall of 11,500. And the report notes that the inconsistent allocation of building funds to the regions and insufficient monitoring is the reason for the halting of construction of 19,000 classrooms across the country.

Completed classrooms remain empty because out of the required 1.9 million desks, only 549,000 were available last year. And 150,000 more pit latrines are needed. The textbook ratio at 1:5 remains three years behind the target of 1:1.

Teacher recruitment is perhaps the area that the government beat its own target, employing 1,000 more to bring about an overall recruitment of 32,325 by 2004. Still, the teacher-to pupil ratio worsened at the same time from 1:46 to 1:59 following high enrolment. The report reveals a shortage of between 37,000 to 57,000 teachers making it difficult to attain the recommended ration of 1:45.

With a training capacity of 12,000 teachers per year it will take the government five years to clear the shortfall, without factoring in those retiring or dying of Aids. The teacher shortage is particularly acute in remote schools with deployment trends favouring certain regions and urban settings. With a ratio of 1:44, Kilimanjaro region, for instance, has twice the number of teachers in Shinyanga (with 1:87). This defeats the equity commitments under PEDP.

Another disparity was found in the placement of trained and qualified professionals with places like Dar es Salaam enjoying 79 percent of diploma grade teachers while a region like Dodoma had only 48 percent.

Lack of incentives

The government also failed to provide incentives in the form of housing and other allowances to attract more qualified teachers to rural areas. In a grim picture depicting the heavy imbalance, out of 1,060 Grade 3A teachers posted to Kigoma in 2004, only 318 reported for work.

The biggest challenge in the remaining two years of PEDP should focus on quality delivery says HakiElimu executive director Rakesh Rajani, who fears there is real danger the government may rush into implementing the Secondary Education Development Plan (SEDP) in the wake of the mixed PEDP results.

"The new focus on improving secondary education is timely and essential but it should not come at the expense of a primary sector that requires higher levels of investment to assure quality," Rajani said.

He named the critical factors that impeded PEDP quality assurance as poor teacher and inspector grades with 65 percent of tutors in government teacher training colleges found to be under-qualified.

Textbooks shortages, a lack of furniture, poor sanitary conditions and a leakage, through mismanagement, of up to 40 percent of the $10 earmarked for every child for quality improvement, were other concerns.

HakiElimu versus government

Erick Kabendera, The Citizen, 10/10/05

The date on Circular No. 5 of 2005, which is titled 'Interdiction of HakiElimu from Undertaking and Publishing Studies Regarding Tanzania Schools', is September 8, 2005

That means it was issued at least ten days after Minister of Education, Joseph Mungai publicly protested while in Arusha, the activities of HakiElimu, an education advocacy NGO that he said was tarnishing the image of the Education Ministry and the sector in general.

The circular signed by Ricky Mpama, the Chief Education Officer, accusses HakiElimu of two things, which in the CEO's words are "disparaging the image of our education system and teaching profession through his media promotion of selfcreated caricatures masquerading as teachers and pupils" and repeatedly failing to "conform with directives given to him by the Ministry both in writing and verbally".

Circular No. 5 is in fact the culmination of a rather rocky relationship that the government and the NGO, which was founded in 2001 by a group of 13 Tanzanias.

The immediate response to the circular by HakiElimu was that they had nothing wrong. "Our role includes mobilizing and enhancing community participation through advocacy for accountability and sharing information regarding educational issues to and from schools," Rakesh Rajani, the HakiElimu Executive Director, said in a statement issued on Wednesday in Dar es Salaam.

He added, "Independent analysis, right to access and impact information, spearheading transparency and debate on accountability of government to the people are among the principle approaches of our work. And we believe that in so doing we will be promoting good governance."

Since the interdiction of the NGO was made public on Tuesday, there have been several reactions – most of them expressing alarm and disbelief at the turn of events. The World Bank acting country director Julie McLaughlin told this newspaper that donors, under their umbrella Donor Partnership Group, had met to discuss the matter. "We are still looking for answers… Surely what has happened shouldn't be happening in the country right now," McLaughlin said.

Strange turn of events

The World Bank is the main financier of the country's Primary Education

Development Programme (PEDP), which was focused on in the latest HakiElimu study. McLaughlin added, "We really don't know whether this is a government decision or some people within the government."

By the time of filing this report, HakiElimu itself had announced that it was seeking legal advice.

According to the organisation's website, their mission to improve education in the country was founded on just one simple fact: "that education in Tanzania was in a mess, and that the many attempts to reform it appeared to go nowhere."

Their website further states that this education crisis was the result of applying "technocratic solutions to essentially political problems", and the fact that "volumes of technically sound documents produced by the reforms have failed to take hold because they fail to account for the politics of institutional change in Tanzania."

Among the activities that the organization undertook in its mission to help improve the state of education in the country were major studies on the effectiveness of specific programmes, as well as awareness campaigns on the rights of students, and on how to improve the teachers' conditions. They also focused on the relationship between students and their teachers and the management of schools.

Their mission was ambitious and they were bound to step on a few toes right from the get-go.

But the real misunderstanding between the ministry and the NGO appears to have come to a head some time last year. HakiElimu teamed up with the Prevention of Corruption Bureau (PCB) to organize an essay competition on corruption in the education system in Tanzania. These essays were complied in a booklet that was lauched in December 7, 2004.

Competition, not reality

However, on December 22, 2004, the Ministry issued a press statement castigating the HakiElimu booklet saying, "Cartoons and drawings can't be called research because writers were being sensational for merely winning the awards.

"The competition involved creation and not addressing realities of corruption situation in Tanzania," the statement said, adding that the organizers were supposed to portray the true picture of corruption in the education system and how they thought the problem could be solved. Continued the statement: "What HakiElimu did isn't acceptable in today's world in which people are encouraged to conduct research before issuing any statement."

But the ministry had earlier applauded the study that was conducted by the Education Research Foundation (ESRF) in 2001 and which said there was corruption in the Tanzania education system. The report said among the areas that had registered high corruption rates were students and schools registration and teachers' recruitment and training.

The ministry on reviewing a report by the Judge Warioba Commission on Corruption in Tanzania had responded by saying that there was only petty corruption in the education system and the main areas were the transfer of students and teachers promotion.

The ministry also said corruption in the teacher's promotion process was no longer there because the practice today is to announce existing opportunities before school committees conduct the interviews – as opposed to the past where ony a single person was in charge.

Right of expression

A day later, HakiElimu's Rajani issued a response to the Ministry's statement saying that HakiElimu and PCB never, in the first place, claimed that the competition was a scientific research. Rather it was an exercise to gather views from the public on an issue. The 3,000 respondents, including parents, teachers and children from all over the country who had participated had a right to express their views, the NGO argued.

The competition exposed different types of corruption in the Tanzania education system but the main one was sex corruption which involved female students who are forced to sleep with their teachers to get good marks, the statement said.

Rajani said the issue is not how widespread the practice is; rather if a school or a student is faced with an illegal situation, it amounted to corruption. By now it was clear that the NGO and the government would be knocking heads more often than not.

So when in July this year, HakiElimu issued its report titled "Three Years of PEDP Implementation: Key Findings from Government Reviews July 2005," the ground was set for yet another clash.

Minister Mungai threatened to deregister the NGO saying its statements were sensational and unfair. "My teachers work very hard and under difficult conditions. They should be encouraged and not intimidated," the minister said.

The July report by HakiElimu which, incidentally, was gleaned from six of the government's own PEDP assessment reports made between 2002 and 2004, did not go down well with the minister. The rest is history.

But with the action on HakiElimu, other NGOs are already worried about the future. The Feminist Activists Coaliation (FemACT) said it considered the minister's action an affront to all NGOs.

Jeuri imetumika 'kuinyonga' HakiElimu

Oscar Mbuza, Majira, 10/10/05

WAHENGA hakika hawakukosea waliposema, 'ukistaajabu ya Musa utayaona ya Firauni'. Nimelazimika kuanza na msemo huo wa wahenga baada ya kupata habari ambayo kwangu ni ya kusikitisha, kwamba Serikali kupitia Wizara ya Elimu na Utamaduni imepiga marufuku shule zote nchini kushirikiana na asasi isiyo ya kiserikali ya HakiElimu katika nyanja zote zihusuzo sekta ya elimu.

Hatua hii si ya kupongeza hata kidogo, kwani pamoja na kuonekana kutokana na chuki binafsi za baadhi ya viongozi dhidi ya asasi hiyo, lakini pia inaonyesha namna jeuri ya madaraka ya viongozi wetu inavyotumika katika kuua ukuaji wa sekta mbalimbali nchini.

Tangazo lililotolewa na Serikali la kupiga marufuku shule zote kuanzia za awali, msingi, sekondari na vyuo, kushirikiana na HakiElimu, linaongeza doa jingine katika Serikali ya Raisi Benjamin Mkapa inayofikia ukingoni, baada ya madoa mengine mengi yaliyotangulia awali na hasa doa la hivi karibuni la kushambuliwa kwa waandishi wa wa habari wawili na askari Magereza, Ukonga jijini Dar es Salaam.

Serikali ni lazima ikubali kwamba katika kipindi cha miaka 10 ya utawala wa Rais Mkapa, pamoja na kuwepo kwa maendeleo ya kutosha katika sekta ya elimu, lakini ni kipindi ambacho pia tumeshuhudia uhusiano mbovu na migogoro ya mara kwa mara kati ya Wizara ya Elimu na Utamaduni na wadau mbalimbali katika sekta hiyo.

Kwa miaka kadhaa, Wizara hiyo imekuwa na mgogoro mkubwa baina yake na Chama cha Walimu Tanzania (CWT), mgogoro ambao ulifikia hatua mbaya kwa Waziri wa Elimu na Utamaduni, Bw. Joseph Mungai, kukanusha mara kwa mara madai ya walimu yaliyokuwa yakitolewa na chama hicho na hata kudiriki kuwashinikiza viongozi wa CWT kumwomba radhi au kukanusha baadhi ya kauli zao.

Waziri pia aliwahi kufikia hatua ya kutoa matamshi yasiyopendeza kwa walimu na pale walimu kupitia chama chao walipolalamikia, alikuja juu na kuishambulia CWT, mfano ukiwa pale aliposema shule ambazo wanafunzi watafeli mitihani ya darasa la nne, walimu wao watapewa mitihani hiyo waifanye kama njia ya kupima uelewa wao katika ufundishaji.

Si kauli hiyo tu, zipo nyingine nyingi ambazo kama tukizikumbusha zote leo na kuunganisha na hatua ya sasa ya kufuta ushirikiano baina ya shule na HakiElimu, zinaonesha wazi kwamba kumekuwa na demokrasia hafifu sana na pengine niseme kwa ujumla zaidi katika uendeshaji wa elimu nchini.

Hivi ni mwananchi gani atakayehojiwa leo kuhusiana na matangazo ya jitihada zinazofanywa na HakiElimu katika kuhamasisha maendeleo ya sekta ya elimu nchini akapinga kama inavyopinga sasa Serikali, kwamba matangazo hayo yanabeza maendeleo ya elimu nchini? Ni kweli kwamba viongozi waliofikia hatua hii wanazitembelea shule mbalimbali nchini na kuona matatizo yanayowakabili wanafunzi, kamati za shule na hata walimu kama wanavyofanya HakiElimu na asasi zingine zinazotafiti ukuaji wa elimu?

Binafsi kama mdau wa elimu, baada ya kufundisha shule mbalimbali za msingi tangu nikiwa chuoni wakati wa mazoezi ya kufundisha ya muda mrefu (BTP) na ya muda mfupi, nilishuhudia matatizo mbalimbali yaliyokuwa yakiwakabili wanafunzi ambayo baadaye yalianza kurushwa na vyombo vya habari kupitia HakiElimu, kama changamoto na baadhi yakarekebishwa na Serikali.

Ni kutokana na ukweli huu, ndiyo maana nashawishika kuamini kwamba HakiElimu, wamekuwa wakifanya kazi kubwa ya kuibua matatizo yaliyopo katika ukuaji wa elimu nchini, kama chachu ya kuifanya Serikali kurekebisha hali hiyo.

Pamoja na kwamba inawezekana Serikali imechunguza na kubaini kwamba HakiElimu inaendesha utafiti wake huo kwa lengo la kujipatia fedha kutoka kwa wafadhili, lakini bado hatua hiyo haiondoi uzuri wa kazi nzito wanayoifanya ambayo kimsingi ni kama inaipunguzia kazi Serikali ambayo ndiyo iliyopaswa kutafiti.

Lakini pia, bado nashawishika kuamini kwamba, pengine Serikali isingeweza kufikia hatua hiyo ya machungu kwetu, kama ingewashirikisha wadau mbalimbali wakiwemo walimu, wanafunzi na hata wazazi ili kubaini kama matangazo ya HakiElimu yanabeza ukuaji wa sekta ya elimu nchini au ni changamoto ya ukuaji wa elimu.

Yapo baadhi ya mambo ambayo kimsingi hayahitaji kufanyiwa utafiti wa kina ili kukubaliana na matangazo ya HakiElimu, kama yale yanayozungumza hatua ya wanafunzi wenye ulemavu kusoma madarasa sawa na wale wasio na ulemavu. Utafiti wa suala hili unaweza kufanyika hata kwa shule yoyote iliyo jirani na mtu anayetaka kutafiti na naamini ataliona hilo.

Si hilo tu, suala la walimu kuingilia au kupinga uamuzi wa kamati za shule, walimu kutotumia mbinu sahihi za ufundishaji, na ukosefu wa zana bora za kufundishia, ni vitu ambavyo havihitaji utafiti wa hali ya juu kwani vinaonekana waziwazi hata kwa mtu asiye na uelewa mkubwa wa ualimu.

Binafsi naamini bado kuna dhana potofu kuhusiana na kazi za HakiElimu na pengine nadhani kuna viongozi wa Serikali wenye chuki binafsi dhidi ya asasi hiyo, au mmoja wa viongozi wa asasi hiyo na kuibua mizozo ya mara kwa mara.

Hatua ya kuzuia shule kushirikiana na HakiElimu imekuja siku chache baada ya Waziri Mungai, kueleza waziwazi kwamba anakerwa na utendaji wa HakiElimu na hata kufikia hatua ya kutishia kupiga marufuku matangazo yake kuonekana katika televisheni na kusikika redioni.

Huu si ukuaji wa demokrasia na ni ukandamizaji wa uhuru wa vyombo mbalimbali visivyo vya kiserikali kufanya mambo yao bila kuingiliwa. Hatua hii inaonesha wazi kwamba Serikali haitaki kukosolewa hata pale inapokosea na badala yake inataka kusifiwa tu kama inavyojivunia mafanikio chini ya MMEM.

Binafsi naheshimu kipaji cha hali ya juu alichonacho Mkurugenzi wa HakiElimu, Bw. Rakesh Rajan. Bw. Rajan anajenga hoja ni mtu anayejua anachokifanya, ni msomi na jasiri wa kuibua mawazo mapya kuhusiana na vikwazo vinavyoikumba sekta ya elimu kila wakati na zaidi ya yote anazingatia dhana ya ushirikishaji katika mipango yake yote.

Si hilo tu, HakiElimu ina hazina kubwa ya watumishi wasomi na waliowahi kufanya kazi katika medani mbalimbali na kubobea katika fani zao, ambao kwa namna yoyote ile nashawishika kuamini kwamba wanajua wanachokifanya, ila Serikali ndiyo isiyotaka kukubali wanachokifanya.

Pamoja na kwamba tayari Serikali imetoa agizo hilo na la kusikitisha zaidi agizo hilo kubarikiwa na Rais Mkapa, lakini naamini kwamba bado ina nafasi ya kufikiri upya ili kutengua uamuzi huu wa ajabu.

Inawezekana kuna upungufu katika baadhi ya maeneo lakini maeneo hayo yanaweza kukosolewa na Serikali kwa vile ndiyo kazi yake ya kusimamia sheria na taratibu zilizopo kama ambavyo HakiElimu wamekuwa wakikosoa kwa upande mwingine na katika hili ni lazima Serikali ibaini kwamba uhusiano baina yake na HakiElimu ni kama ulivyo kwa polisi na jambazi.

Ripoti iliyoiponza HakiElimu inasemaje?
Charles Kayoka, Mwananchi, 11/10/05

SHIRIKA lisilo la Kiserikali la HakiElimu, sasa liko kwenye mgogoro na serikali ambayo imeifungia na kupewa masharti kadhaa ikiwa inataka kuhurumiwa, ingawa msamaha huo hauihakikishii kuruhusiwa kufanya shughuli za kielimu. Lakini wananchi wanaelewa ripoti hiyo iliyozusha ugomvi inahusu nini?

Kwanza ieleweke kuwa HakiElimu katika kutayarisha makala hii, haikuenda mashuleni au ofisi za idara ya elimu kufanya ufatifi au kuhusu utekelezaji wa Mpango wa Maendeleo kwa Elimu ya Msingi (MMEM). Ilichofanya ni kujumuisha ripoti za Serikali yenyewe ambazo ndani zinazungumzia mafanikio, matatizo na mapungufu ya utekelezaji wa mpango wenyewe.

Kwa hiyo ilichokifanya kingeweza kufanywa na mtu yeyote ambaye angetaka kuwarahisishia wananchi kujua undani wa MMEM kwa vile ripoti za Serikali ziko, nyingi, ni ngumu kupatikana, zimetawanyika kiasi cha kutofikika, lakini hufanywa kuwa ni siri. Kwa hiyo, basi HakiElimu imerahishisha kazi kwa kuweka majumuisho kwa pamoja.

Kazi hiyo hufanywa sana na wasomi wengi na hasa wa vyuo vikuu, wenye lengo la kufanya uhakiki (critical analysis) ya utekelezaji wa sera na mipango ya maendeleo ya elimu inayowekwa na serikali. Na ndicho ilichofanya HakiElimu, kufanya uhakiki wa ripoti za serikali kuhusu mpango wake wenyewe na hatimaye kutoa mapendekezo ya namna gani MMEM iboreshwe. Aidha HakiElimu ilimtumia mhadhiri mwandamizi, Professa wa elimu katika kufanya uchambuzi huo yakinifu. HakiElimu inasema katika dondoo kuwa wakati wa utayarishaji wa makala hiyo kumekuwa na majadiliano kati ya wadau na serikali, inaeleza, ilishirikishwa na kutoa maoni yake kuhusu ripoti hiyo katika hatua zote za uandaaji.

Matokeo ya awali kabisa yaliwasilishwa kwa Kamati ya Bunge ya Huduma za Jamii. Na pia kupelekwa serikalini, wafadhili wanaojihusisha na sekta ya elimu na shirikisho la mashirika yasiyo ya kiserikali yanayoshughulika na elimu.

Majumuisho hayo yalitokana na ripoti sita za Serikali zilizotolewa kati ya mwaka 2002 na 2004. HakiElimu inasemaje katika ripoti yao hivi; "Hii makala ni majumuisho tu ya ripoti hizo ambazo zimeonyesha wapi MMEM imefanikiwa, wapi ina mapungufu na wapi kunahitaji juhudi zaidi.

HakiElimu inakiri katika ripoti kuwa MMEM ni mpango kabambe wenye lengo la kuboresha elimu nchini, lakini mpango huo unatofautiana na ule wa Elimu ya Kujitegemea ambao uliunganisha elimu jamii na mfumo wa uchumi. MMEM

unazungumzia kuboresha tu mfumo wa ndani wa kutoa elimu, kwa kuongeza vitendea kazi, kuboresha ubora wa utoaji elimu ikiwamo walimu na majengo na matumizi bora ya fedha ambazo maamuzi yake huanza katika ngazi ya shule.

Katika hitimisho lake HakiElimu inakiri kuwa MMEM imekuwa na mafanikio yafuatayo katika ripoti. Kwanza kumekuwa na ongezeko la uandikishaji wa wanafunzi. Lakini inanukuu ripoti za serikali kuwa tangu mwaka 2002 malengo ya uandikishaji hayakufikiwa kwa asilimia 20 mwaka 2004 na kwa kupungua kwa asilimia 3.8 kwa miaka yote mitatu. Pia inaonyesha kuwa idadi ya wasichana inayoandikishwa inapungua isipokuwa kwa mwaka 2004, ingawa kupungua huko ni kwa asilimia ndogo tu ya 0.5.

Ripoti ya HakiElimu licha kuonyesha Serikali kukiri upungufu katika utekelezaji wa MMEM pia inainukuu Serikali ikihimiza ongezeko la uandikishaji na pia kuwa na takwimu za kutosha kuhusu uandikishaji na huduma za watoto wenye ulemavu. Ripoti moja ya Serikali inanukuliwa ikisema;

"Mchakato wa mipango lazima uzingatie mahitaji ya kielimu na kimazingira ya watoto wenye ulemavu wanaosoma katika shule za kawaida. Katika kutekeleza mpango huo mikakati itengenezwe kuhakikisha kuwa data kuhusu watoto wenye ulemavu zinakuwepo. Maafisa elimu wa Wilaya watengeneze taarifa za undani zinazohusu watoto wenye ulemavu na mikakati ya kuwasaidia katika vifaa na mahitaji mengine."

Yote haya yameonyeshwa katika ripoti za serikali na HakiElimu ilizinukuu hivyo hivyo. Na ieleweke kuwa nyaraka hizo za serikali hazikuwa za siri. Aidha, HakiElimu inakiri kuwa mazingira ya shule yameboreshwa kwa kuwa na majengo mapya karibu katika kila shule ya msingi.

Lakini licha ya ongezeko na majengo, serikali yenyewe katika ripoti zake inakiri, ubora wa ujenzi ni hafifu kutokana kukosekana kwa uangalizi mzuri. Na serikali yenyewe inakiri katika ripoti zake kuwa, ujenzi wa nyumba za walimu unaendelea kwa kasi ndogo ukilinganisha na mahitaji na ongezeko la walimu wapya. Na kuwa mkakati uliojiwekea wa kujenga nyumba ili kuwavutia walimu wa kike kwenye maeneo ya mbali na miji haujazaa matunda. "Kuna umuhimu wa kulichukuliwa jambo hili kwa uzito mkubwa sana," Serikali inasisitiza kwani "licha ya kuwapo kwa mapendekezo ya mara kwa mara hatuoni kama jambo hili linatendeka vya kutosha".

Serikali imefanikiwa katika kuongeza idadi ya walimu wapya kwa ajili ya shule za msingi. Lakini serikali yenyewe, ripoti ya HakiElimu inasema, inakiri kuwa tangu idadi ya wanafunzi iongezeke uwiano wa walimu na wanafunzi unaongezeka.

Kufikia mwaka 2004 kila mwalimu mmoja anafundisha watoto 60, wakati mwaka 2001 mwalimu alikuwa ana wastani wa watoto 45 tu. Kuwa serikali ilikiri mwaka 2004 kuwa na upungufu wa walimu 57,640 na itahitaji miaka mitano kumaliza upungufu huo, lakini ripoti hizo za serikali hazikuonyesha upungufu wa walimu kutokana na ukimwi, vifo na kustaafu. Na ripoti moja ya serikali inakiri kuwa mikoa yenye upungufu wa walimu imezorota katika kuwafikisha wanafunzi kwenye kiwango cha kufaulu katika mitihani ya darasa la nne na saba.

Lakini ieleweke kuwa wakati serikali inazungumzia kuongeza ubora wa mazingira na ongezeko la walimu, MMEM haikuweza kuweka mikakati ya kuongeza ubora wa ufundishaji kwani hilo ni jambo ambalo mpango huu bado haujajihusisha nalo kabisa. Aidha, kumekuwa na ongezeko la wananchi kushirikishwa katika maamuzi kuhusu uendeshaji wa shule na kuwa shule zimeongezewa mafungu ya fedha. Lakini bado hakuna uwazi wa kutosha kuhusu kiasi gani cha fedha kimepewa kila shule.

Serikali inaonyeshwa kukiri yafuatayo; MMEM bado unaonekana ni mradi wa kuisha muda mfupi ujao, sio mpango wa kudumu kwani hadi leo sio kila idara ya elimu imeuingiza katika shughuli zake (not mainstreamed). MMEM bado imejikita katika ofisi ya katibu mkuu na wizara ya elimu na kuwa majukumu ya Wizara ya Elimu na ile ya Tawala za Mikoa na Serikali za Mitaa, hayajawekwa wazi kikamilifu, kwa mfano kwa nini ofisa elimu wa wilaya awajibike kwa katibu mkuu wa wilaya ya elimu na sio mkurugenzi mtendaji wa halmashauri ya wilaya.

Haya maswala ya utendaji, yanapaswa kurekebishwa. Aidha, ripoti ya serikali ya 2004 inaonyesha, Wizara ya Tawala za Mikoa haioni sababu kuwa kwa nini Wizara ya Elimu ijishughulishe na ugawaji fedha kazi ambazo zingeweza kutunzwa na wenyewe.

Nakumbuka Rais Mkapa akizungumza na wasomi wa chuo kikuu cha Lesotho hivi karibuni aliwakumbusha wajibu wao wa kufikiri na kuchapisha. Ilichofanya HakiElimu, ni kufikiri na kuchapisha kama ambavyo Rais alivyohimiza wasomi wafanye. Wiki tatu baada ya hotuba hii, kilekile alichosema kifanyike, kinapigwa vita na serikali na yeye kuongeza uzito wake kuwa HakiElimu ifungiwe kujihusisha na masuala ya elimu.

Aidha kwa vile yeye ni msomi na serikali ni ya wasomi, ndio maana alialikwa chuo kikuu na kupewa shahada ya udaktari, alipaswa kuipatia changamoto HakiElimu kwa hoja na usomi wake, na sio mabavu ya dola. Je kama makala hii ingeandikwa na wazungu na mashirika kutoka nje wangefungiwa.

Wiki ijayo tutasoma makala iliyoandikwa na Shirika la Nje kuhusu elimu nchini, na kuonyesha kasoro kadhaa, lakini halikufungiwa.

Wizara ya Elimu na Utamaduni imekosea kuzuia shughuli za HakiElimu

Ezekiah T. Oluoch, Mtanzania, 12/10/05

Iko hadithi moja katika Biblia, kwenye Kitabu cha Wafalme wa Kwanza, sura ya 21, inayomalizia kitabu hicho. Katika hadithi hiyo, Ahabu, Mfalme wa Israeli, aliyetenda maovu makubwa kwa kuchochewa na Yezebel, mkewe, alikuwa amefariki, na mtoto wake aliyeitwa Ahazia, alianza kutawala mahali pake.

Wakati huo, kulikuwa na vita kati ya Israeli na majirani zake Syria. Vita yao ilikuwa ni kuuteka mji wa Ramoth-Gileadi na kwa hiyo Mfalme Ahazia, aliamua kuomba msaada kwa Mfalme wa Yuda aliyejulikana kwa jina la Yehoshafati.

Kabla ya Yehoshafati kukubali kwenda kumsaidia, alitaka watafute habari kwa manabii waliokuwa huko. Mfalme alirithi manabii waliokuwa wanamcha Mungu Baali. Walipowatembelea na kuwauliza kama watashinda, walijibiwa kwamba watashinda. Lakini, Yehoshafati, aliyekuwa anamuabudu Mungu wa kweli, akamuuliza rafiki yake kama yuko Nabii wa Mungu aliye hai wakaulize jambo kwake pia ili kuwa na ushahidi wa upande usio afiki wa Mfalme Abazia.

Baada ya kupata ombi hilo, Mfalme Ahazia alimjibu mwenzake kwamba hakuna mwingine ila Mika, mwana wa Imla ambaye kwake tunaweza kumuuliza jambo, lakini mimi namchukia kwa sababu hanitabirii mema. Mfalme Yehoshafati akalazimishwa wamuulize kupata uhakika. Kwa kuwa alikuwa anasema kweli, alitabiri kwamba hawatashinda katika vita ile, ukweli ambao haukupendwa na Mfalme, na mwisho wa safari, walipokwenda vitani, walishindwa vibaya sana.

Hadithi hii, inatukumbusha kwamba wanaosema ukweli hawapendwi na mwenye mamlaka, maana wanafichua uozo uliopo wakati watawala wanataka wale wanaowasifia tu. Taasisi ya HakiElimu imekuwa ikisema ukweli kuhusu hali halisi kwenye utekelezaji wa MMEM, hali ambayo itadhihirika wazi mwaka 2008 matunda ya kwanza ya MMEM, yatakapokuwa yanavunwa.

HakiElimu, ni moja kati ya asasi zisizo za kisheria, ambayo ilisajiliwa nchini kwa mujibu wa sheria ya wakati huo na hali kadhalika chini ya sheria ya NGOs ambayo inafanya kazi Tanzania. Taasisi kama HakiElimu, imeundwa na watanzania wazalendo, na ina haki ya kulindwa na sheria za nchi katika kufanya kazi zake.

Ibara ya 20 ya Katiba ya Jamhuri ya Muungano wa Tanzania, toleo la mwaka 2000 imebainisha haki ya raia kuunda vyama vya kiraia kama vile HakiElimu.

Ibara ndogo ya (1) ina maelezo haya: "Kila mtu anastahili kuwa huru … na hasa zaidi kuanzisha au kujiunga na vyama au mashirika yaliyoanzishwa kwa madhumuni ya kuhifadhi au kuendeleza … maslahi yake ua maslai mengineyo."

Nina imani kwamba HakiElimu imekuwa mstari wa mbele katika kuendeleza maslahi ya Watanzania katika kupata habari ya jinsi serikali yao inavyofanya kazi. Haki hiyo ya raia kufahamu utendaji wa serikali yao, imebainishwa katika Ibara ya 18 (2) ya Katiba yenye maneno haya: "Kila raia anayo haki ya kupewa taarifa wakati wowote kuhusu matukio mbalimbali… ambayo ni muhimu kwa maisha na shughuli za wananchi, na pia juu ya masuala muhimu kwa jamii."

Ni ukweli usiopingika kwamba HakiElimu imekuwa ikijikita sana kwenye programu ya MMEM, kwani Serikali iliwaweka raia wake rehani kwenye mkataba na Benki ya Dunia kwa kukopa fedha za kuendesha MMEM, na kwamba raia wa Tanzania wataanza kulipa madeni yaliyotokana na MMEM hapo mwaka 2011.

Kwa kuwa ni raia ndiyo atakayelipa jasho lao kwa maendeleo ya MMEM, kwao MMEM ni suala muhimu kwa maisha yao, na wanayo haki ya kupata kinachoendelea katika utekelezaji wa MMEM kutoka katika vyanzo huru, kama HakiElimu.

Ibara ya 8 (1) (a) (b) (c) (d) ya Katiba ya nchi imeweka bayana haki za raia wake kwa maelezo haya: (a) Wananchi ndiyo msingi wa mamlaka yote, na serikali itapata madaraka na mamlaka yake yote kutoka kwa wananchi, kwa mujibu wa Katiba hii. (b) Lengo kuu la serikali litakuwa ni ustawi wa wananchi, (c) Serikali itawajibika kwa wananchi, na (d) Wananchi watashiriki katika shughuli za serikali yao kwa mujibu wa masharti ya Katiba hii.

Na ukweli usiopingika kwamba Wananchi wote hawawezi kushiriki katika kutathimini utendaji wa serikali yao, bali watu wachache wenye upeo mpana kama waliounda HakiElimu, ndio wenye mamlaka ya kuchambua kwa kina na kuikosoa serikali katika utendaji wake. Serikali inapokosolewa, haipaswi kung'aka, bali inawajibika kusikia sauti ya wananchi na kurekebisha kasoro zinazojitokeza.

Tanzania ni miongoni mwa nchi zinazofuata mfumo wa kidemokrasia tuliorithi kutoka kwenye mfumo wa kiingereza. Hii ndio maana katika Ibara ya 9(h) ya Katiba ya nchi imebainishwa kwamba "Nchi inatawaliwa kwa kufuata misingi ya demokrasia na ujamaa."

Demokrasia yaonekana kuwa ni dhana ngeni kwa wenzetu wa Wizara ya Elimu na Utamaduni. Moja ya nguzo kubwa ya demokrasia, ni uhuru wa mawazo.

Zamani tulikuwa na "Zidumu fikra sahihi za Mwenyekiti." Siku hizi hata mawazo ya Mwenyekiti yanapingwa na maamuzi yanakuwa kinyume cha matakwa yake. Ninadhani kwa kuzingatia dhana hii ya demokrasia, ndiyo maana Rais Benjamin Mkapa, alikuja na dhana ya "Ukweli na Uwazi". Dhana hii, ni sumu kwa Wizara ya Elimu na Utamaduni na ukitaka kuchukiwa na kila mtu pale wizarani, jaribu kusema ukweli.

Nilijaribu siku za nyuma kwa ujasiri wa pekee, kueleza wazi wazi kwamba Waziri wa Elimu na Utamaduni alilidanganya Bunge kuhusu madeni ya walimu. Loo! Karibu nitafute kaburi ama pango. Nilionekana mzushi, nisiye na takwimu, mbabaishaji na kila jina nilipewa. Namshukuru Mungu, Tume ya Waziri Mkuu ilikuja kuthibitisha kwamba Waziri alidanganya Bunge.

Lakini unawajua Wabongo, hawajali kitu. Badala ya Mheshimiwa Waziri kupelekwa mbele ya Kamati ya Simpasa, aliendelea kutanua tu. Sasa ukweli uko wapi, Walimu wa Sekondari wanalia kilio kikuu kisicho na mwenyewe. Wizara imekuwa ngangari, ikisema "Tumelipa." Hata tulipokutana na Rais wa nchi Ikulu ndogo ya Arusha, nilirudia msimamo huo huo bila woga. Lakini unajua tena, nani amkamate mwenzake?

Kwa hiyo, wakati HakiElimu inaamua kushughulikia masuala ya elimu, tena MMEM, ambapo zaidi ya sh. Bilioni 20 zinasadikiwa kupotea bila hesabu, na PCB ikiwa inachunguza hilo, walijua kwamba wanagusa ulaji wa watu, na alipaswa kutabiri hapo alipofikia.

Hata hivyo, kuna faraja kwa HakiElimu, kwani Ibara ya 9 (f) ya Katiba ya Nchi inatamka kwamba: "Heshima ya binadamu inahifadhiwa na kudumishwa kwa kufuata Tangazo la Dunia kuhusu Haki za Binadamu."

Hii ni habari njema na inatoa mwanga kwa HakiElimu. Kifungu cha 19 cha tangazo hilo kinasomeka hivi: "Every one has the right to freedom of opinion and expression, this right includes freedom to hold opinions without interference and seek, receive and impart information and ideas through any media and regardless of frontiers."

Nimeiweka ilivyo; kwani ni sheria ambayo Tanzania iliridhia na sina tafsiri ya Kiswahili. Nchi inaheshimu kifungu hicho, na Wizara ya Elimu na Utamaduni inalazimika kukiheshimu kifungu hicho, na inapaswa kufanya kazi zake kwa kuzingatia kifungu hicho cha sheria za Kimataifa.

Katika kutekeleza matakwa ya kifungu hicho, Ibara ya 18(1) ya Katiba inatamka kwamba: "Bila ya kuathiri sheria za nchi, kila mtu yuko huru kuwa na maoni yoyote na kutoa nje mawazo yake, na kutafuta kupokea na kutoa habari na dhana zote kupitia chombo chochote bila ya kujali mpaka wa nchi, na pia ana uhuru wa mawasiliano yake kutoingiliwa."

HakiElimu ingekuwa inakiuka maadili ya Watanzania kupitia matangazo yake yanayolalamikiwa, Sheria ya Habari ya mwaka 1976, ingeshawachukulia hatua wahusika kwa kusitisha matangazo yao kwenye vyombo vya habari.

Afisa Elimu Kiongozi, kwa mawazo yangu, ameingilia mamlaka ya watu wengine, na ninashawishika kusema kwamba hakupata ushauri wa kutosha wa kisheria kabla ya kuandika waraka huo ambao una utata katika utekelezaji wake.

Wananchi ambao Katiba imebainisha wazi kwamba ndiyo wenye nchi, wana haki nyingine ya ziada, ambayo imebainishwa katika Ibara ya 29(1) ya Katiba ya nchi. Inatamka kwamba "kila mtu katika Jamhuri ya Muungano, anayo haki ya kufaidi haki za msingi za binadamu, na matokeo ya kila mtu kutekeleza wajibu wake kwa jamii"

Wizara ya Elimu na Utamaduni, imepewa wajibu wa kusimamia masuala ya Elimu nchini. Elimu ndiyo uti wa mgongo wa maendeleo ya nchi. Katika utekelezaji wake, wenye nchi ambao ni Watanzania, kupitia vikundi mbalimbali kama HakiElimu, wana haki ya kuambiwa kinachotekelezwa na watendaji ambao wamewaajiri katika nchi hii.

Wizara haipaswi kung'aka inapokosolewa kutokana na utendaji wake mbovu. Kama hawatakubali kukosolewa, basi tutakuwa na mfumo wenye madaraka, ambao ni wananchi kutokujua kinachofanywa na serikali yao.

Mafanikio, yako ya aina mbili, chanya na hasi. Pasipokuwa na vyombo vya habari huru, tutaendelea kuambiwa mambo mazuri tu siku zote, wakati kuna uozo unaotaka kuzamisha nchi. Nakubaliana na Mhariri wa The Guardian, toleo la Oktoba 5, mwaka huu, alipolinganisha msuguano wa HakiElimu na Wizara ya Elimu na Utamaduni, na hadithi ya watoto wa Nuhu.

Vilevile niseme tu bila ya woga kwamba Afisa Elimu Kiongozi, hakuwa na mamlaka ya kisheria, kutoa waraka kama huo. Ninafahamu utiriri wa mamlaka aliyonayo chini ya sheria ya Elimu ya Taifa ya mwaka 1978, lakini mamlaka yoyote lazima yatumike kwa kuzingatia dhana ya utawala bora, ambao una msingi wa utawala wa sheria.

Pamoja na hayo, mtu yeyote anayetaka kutumia madaraka yake, lazima azingatie mipaka ya madaraka pia. Inapokuja katika suala la kumnyang'anya raia haki zake zilizoko ndani ya Katiba, watawala hawana budi kuzingatia hukumu ya Mahakama ya Rufaa katika kesi ya Ndyanabo dhidi ya Mwanasheria Mkuu wa Serikali.

Katika hukumu hiyo, Mheshimiwa Jaji Samatta, Jaji Mkuu wa Jamhuri ya Muungano wa Tanzania, alizungumza kwa mapana sheria ya kumnyang'anya raia haki za kimsingi.

Alisisitiza kwamba inapokuja kwenye hatua hiyo, tafsiri ya sheria lazima ipanuliwe ili kutoa nafasi kwa haki za raia kupewa kipaumbele. Kuzuia HakiElimu kufanya shughuli zake, ni kuwanyima raia hao haki zao za msingi ambazo nimezielezea

hapo juu. Nikija kwenye MMEM, ambao ikiguswa unagusa mboni la jicho la Wizara ya Elimu na Utamaduni, tunapata picha halisi kutoka kwa wafadhili wakubwa wa MMEM ambao ni Benki ya Dunia.

Taarifa ya Benki ya Dunia, ambayo ninayo mezani kwangu wakati naandika waraka huu, umetaja waziwazi bila kuficha kwamba Tanzania ni miongoni mwa nchi 33 duniani ambazo hazitafikia malengo ya Milenia na Mpango wa Elimu kwa wote. Sababu zimetolewa kwenye jarida lao, ukitaka fuatilia na kama mtu anataka kufuatilia hili, aende kwenye mtandao wa www.worldbank/education.

Taarifa hiyo, inaungwa mkono na taarifa ya UNESCO, ambayo inasisitiza kwamba Tanzania haitafikia malengo hayo. Kwa nini HakiElimu ikisema MMEM haitafikia malengo yake, Serikali ina watungia waraka? Mbona sijasikia wametunga waraka wa kuzuia shughuli za Benki ya Dunia na UNESCO nchini? Huko ni mbali, mambo gani ambayo ni ushahidi wa udhaifu wa MMEM? Kwanza, Serikali iliahidi kupeleka dola 10, ikapeleka dola mbili. Sasa utekelezaji wa dola 10 na wa dola mbili ni sawa? Hadi sasa, utekelezaji wa MMEM umekita kwenye dola 10, hayo si mapungufu?

Mpango ulilenga kupunguza uwiano wa vitabu kuwa 1:3, lakini hali halisi ni 1:5, na vitabu vingine shule zinauziwa fotokopi za vitabu, halafu wanafanya baindingi.Umafia kama huo, umefanyika katika baadhi ya Wilaya za mkoa wa Dodoma, na Wizara inazo habari hizo. Mbona hawawachukulii hatua wahusika?

Kwa hawa watu wanaouza photocopied books, kwa bei ya vitabu halisi, waraka umetungwa kuwazuia na kuwachukulia hatua? Sheria ya hati miliki inazingatiwa? Wauzaji wa vitabu, wanapewa vibali na Wizara hiyo hiyo, tena chini ya uwenyekiti wa mtoa waraka, sisi tuwaeleweje? Yupi ni mbaya. Anayeuza photocopied books na kufaidi kwa bei ya hard copy, au yule anayefichuwa maovu hayo?

Serikali tuelezeni kama huo si uozo wa MMEM. MMEM ulikusudia kuwa na uwiano wa walimu na watoto kiasi cha 1:45, lakini hali halisi ni 1:57. Je huo si upungufu? Isitoshe, MMEM imeingiza watu wanoitwa walimu, wakati hawana hata sifa ya kitaaluma kuwa walimu. Huo si upungufu? Kwa upande wa vitabu, hakukuwa na mawazo ya kuwafikiria wasioona. Hivyo vitabu vinavyotolewa, haviwasaidii wasioona. Mbona yote hayo yako kwenye PEDP. Mid-term Review, ambayo ni taarifa rasmi ya serikali? Kwa hiyo, HakiElimu kuonesha kwamba vitabu haviwasaidii wasioona kwenye luninga, kuna kosa gani?

Haya, ukija kwa upande wa vyoo, wanafunzi wenye ulemavu hawakufikiriwa kwa kupewa mahali pao, kulingana na hali zao. Hata madarasa yalijengwa milimani ambapo hawawezi kufika bila ya kusaidiwa na watoto wenzao. HakiElimu, ikionyesha kwamba darasa liko milimani, katikati kuna shimo, mlemavu asiyeoona hawezi kufika, kuna kosa gani hapo?

Kuhusu walimu, baadhi ya yale yanayoonyeshwa, kwenye luninga ni hali halisi ambapo serikali inapaswa kurekebisha mfumo wa ufundishaji. Ukitembelea shule yoyote, utamkuta mwalimu ana fimbo darasani. Hata mimi, nilifundisha kwa kutumia fimbo. Ndivyo tulivyofundishwa wote, hakuna anayeweza kupinga.

Cha msingi ni kurekebisha mfumo wa kuwafundisha walimu. Kwa mfano, sheria ya viboko, inatamka kwamba ni Mkuu wa Shule tu ndiye mwenye mamlaka ya kumchapa mwanafunzi, tena viboko si zaidi ya viwili.

Kuonyesha kwamba watoto wanapata viboko zaidi ya utaratibu wa kisheria, kuna shida gani wakati ndiyo hali halisi? Kuna tangazo moja ambalo nafahamu linawakosesha usingizi Wizara ya Elimu na Utamaduni, nalo ni lile la kununua vifaa, ambapo kuna bei mbili tofauti.

Huo ni ukweli, usiopingika kwamba baadhi ya sehemu, kulikuwa na bei mbili. Bei ya MMEM na ya kawaida. Nashangaa hilo linawakera kwa vipi, wakati tulipokutana na Afisa Elimu Kiongozi kwenye warsha kwa wakuu wa wilaya, Morogoro, Julai mwaka huu, niliwasiisha mada iliyogusia mambo hayo, na wala hakupinga na hakuna mkuu wa wilaya yeyote aliyesema nimedanganya.

Kuhusu wananchi kukosa sauti kwenye mpango wa MMEM,Wizara iende kijijini kwetu ambapo darasa la MMEM ni darasa lililoanza kujengwa mwaka 1978, na wananchi walisomba mawe, matofali na kufyatua wenyewe.

Walisomba mchanga wao wenyewe na kuwasaidia mafundi kazi bila malipo, lakini darasa liligharimu sh. milioni 2.4. Nilipoitisha kikao cha viongozi wa serikali na wananchi kupata ufumbuzi, wahusika kwenye kamati ya shule, isipokuwa Mwalimu Mkuu, hawakufika.

Hata hivyo, gharama kwa darasa, ilikuwa Sh. Milioni 3.2, fedha nyingine zilikwenda wapi? Mbona Kamati ya Shule ilipewa fedha pungufu? Yako mengi sana, ukiacha ya Dar es Salaam ambako darasa liligharimu mamilioni ya fedha kwenye wilaya moja.

Hata mkuu wa mkoa, alipotakiwa kwenda kufungua darasa hilo, alikataa baada ya kusomewa gharama iliyotumika. Akatimua mbio, akawaacha watu na vyakula vyao. Sasa hayo pia ni majungu? Kuhusu kuwalipa walimu, wanakaa zaidi ya mwaka hawana mishahara, watafundisha hiyo MMEM ya Wizara inayobebewa bendera?

Haya fedha za double shift kwa walimu waliokuwa wanafundisha vipindi double mbona hayakulipwa? Fedha za MEMKWA kwa walimu wa MEMKWA ni kilio. Fedha zimetolewa, lakini hazikuwafikia wahusika. Sasa hayo ni uchochezi wa HakiElimu?

Mimi ninatoa ushauri wa bure, bila malipo kwamba Wizara ifute waraka huo haraka sana, la sivyo HakiElimu itakwenda Mahakama Kuu kudai haki yao ya Kikatiba.

Yuko wapi anayeiga ya hayati Nyerere?

Dismas Lyassa, Mwananchi, 15/10/05

JANA Watanzania waliazimisha miaka sita ya kifo cha mwanzilishi wa Taifa la Tanzania, hayati Julius Nyerere, aliyefariki Oktoba 14, 1999, hospitali ya Mt. Thomas, London. Kifo cha Nyerere ni pigo kubwa kwa Tanzania, kwa sababu baada ya kifo chake na hasa baada ya kuondoka madarakani, mambo mengi yalianza kwenda ovyo.

Nyumba alizojenga, wakati huo akiwa Rais, kwa ajili ya wafanyakazi wa Serikali ili wasiwe wanahangaika pa kuishi, sasa zimeuzwa. Ukizungumzia uuzwaji wa nyumba utaanza kuonekana ni mwanasiasa wa chama cha upinzani, ingawa wengine hatupendi na wala hatuna ndoto ya kuwa wanasiasa.

Nyumba za Serikali zilijengwa ili kupunguza gharama za Serikali, zipo katika nchi mbalimbali Duniani, sio tu Tanzania, unapoziuza unataka viongozi wanaokuja wakae wapi? Kuna sababu gani za msingi kupanga nyumba ili aishi Mkuu wa Mkoa, Mkuu wa Wilaya n.k. wakati tunazo lakini tunaziuza?

Ninapoona nyumba za Serikali zinauzwa roho inauma sana, lakini sina la kufanya kwa vila sina mamlaka, sina hakika kama ninaweza kuongea na kusikilizwa. Ninachofahamu kuwa na nyumba ni jambo zuri kuliko kuishi nyumba ya kupanga. Ninashangaa ninapoona watu wanashabikia uuzwaji wa nyumba, ili baadaye Serikali iwe inatumia mamilioni ya pesa kupangishia nyumba za kuishi viongozi mbalimbali.

Lakini pia hata sekta zingine mfano kilimo hakijaweza kupewa nguvu kama wakati wa Nyerere. Ingawa hapakuwa na miundo mbinu mizuri kama barabara n.k, kwa sababu ndio kwanza nchi ilikuwa inatoka mikononi mwa wakoloni, Tanzania haikuwa na tatizo kubwa la chakula hasa baada ya kuboreshwa kwa vijiji vya kujitegemea.

Ni kweli wakati fulani kulikuwa na tatizo kubwa la uhaba wa chakula, lakini kuna mabadiliko makubwa aliweza kuyafanya, hatimaye kuondoa kero ya chakula katika Tanzania. Nyerere aliweza kufanya kilimo kuwa sekta yenye kutegemewa sana katika pato la taifa, hasa baada ya kuzinduliwa ushirika, ambao hata hivyo baadaye wajanja waliutumia kisiasa na kujinufaisha wao wenyewe, hivyo kufanya utetereke hatimaye vyama vingi vya ushirika vikafa.

Kwa ujumla sekta ya kilimo haijaweza kutiliwa maanani. Je huko ndiko kumuenzi Nyerere? Je tunamuenzi kwa kuua na kudharau mazuri aliyoanzisha? Yuko wapi anayeiga mazuri yake aliyoanzisha? Huyo atakayesimama na kusema anayaiga ya Nyerere, atuambie ni yapi hayo? Sekta ya elimu kwa mfano ni mbovu kuliko. Hali

ya elimu kwa ujumla inatisha na kusikitisha. Ni kweli shule zetu za msingi elimu inatolewa bure, lakini haina ubora.

Hali ni mbaya zaidi katika shule za msingi Serikali hasa kutokana na walimu wengi kutokuwa na ari ya kufundisha inavyotakiwa kwa sababu ya kulipwa mishahara midogo, huko wengi wao wakiwa wanalipwa mishahara nje ya muda unaotakiwa.

Walemavu hawajaweza kujengewa mazingira mazuri ya kujiendeleza. Nyerere alianzisha shule za walemavu, lakini nyingi sasa ziko katika hali mbaya. Kwa ujumla sekta ya elimu iko katika hali mbaya sana, ndio maana yapo mashirika ambayo yalikuwa yanajitahidi kufanya kazi ya kutoa changamoto ili hali hiyo iweze kuondolewa, lakini matokeo yake yakaonekana yanatangaza uongo.

Kuna shirika moja linaloitwa HakiElimu, tayari limesimamishwa kutangaza mabango yake na shughuli kadhaa za utafiti, ikidaiwa kwamba linatangaza matangazo ya uongo kuhusu elimu, wakati ukweli elimu iko hali mbaya mno. Ziko shule hazina madawati, mfano halisi ni shule ya Msingi Makoka, iliyoko Ubungo – Dar es Salaam, kuna madarasa zaidi ya matatu, wanafunzi wanakaa chini.

Je, ni kweli hakuna pesa? Hapana. Tatizo kubwa ninaloliona ni dharau. Kama wanasiasa wanaweza kufanya harambee ya kuchangisha fedha ili chama fulani kiweze kuyapata majimbo yaliyo chini ya upinzani na wakafanikiwa kupata mamilioni ya pesa, sipendi kushawishika kwamba matatizo yaliyoko Tanzania yanatokana na pesa, bali kutokuwa na mikakati ya msingi katika kuondoa kero zetu.

Siku za hivi karibuni nimewahi kusikia kwenye vyombo vya habari kuna watu wasiojua kusoma na kuandika huko Songea kiasi cha asilimia 54 na sehemu mbalimbali idadi ya wasiojua kusoma na kuandika inaongezeka.

Nyerere alianzisha masomo ya elimu ya watu wazima. Je, kuna sababu zipi za kufanya masomo hayo yasiendelee? Na wasiojua kusoma na kuandika wanasaidiwaje? Kuna kila sababu kwa Watanzania kumuiga Nyerere kwa vitendo, sio kwa kuongea tu. Kila anayeweza kuzungumza lolote, aseme, ndio maana ya haki, ili mradi asikiuke Katiba.

Paulina: Msichana anayelia 'kunyongwa' kwa HakiElimu

Mwandishi wetu, Majira, 15/10/05

Ni kipofu aliyesoma hadi kufaulu kidato cha sita. Asema matangazo ya HakiElimu yanaonesha ukweli. Sasa yupo Chuo cha Ualimu Mpwapwa, Dodoma. Ulemavu unaweza kumpata kila mmoja wetu, Bi. Paulina Mazengo aliyepata upofu akiwa na miaka mitatu anaeleza alivyosoma kwa shida, alivyofaulu kidato cha sita na kujiunga na Chuo cha Ualimu Mpwapwa. Pia anasema HakiElimu hawajakosea. Mwandishi wetu anaelezea zaidi." Nilisoma kwa shida na walemavu lakini nilifaulu vizuri" anasema Bi. Paulina Mazengo (23).

Anasema Taasisi ya HakiElimu imekuwa ikitoa matangazo mbalimbali yanayochochea mjadala kuhusu Sekta ya Elimu kwenye vyombo mbalimbali vya habari. Taasisi hiyo imeleta changamoto katika Wizara ya Elimu na Utamaduni kwa kubainisha udhaifu uliopo katika Sekta ya Elimu Tanzania.

Anasema inaonekana kwamba elimu inahitaji kuboreshwa ili iweze kuleta mafanikio yanayokusudiwa nchini na yanayoendana na mabadiliko ya sasa ya Sayansi na Teknolojia. Sekta ya Elimu ni nyeti maana ndiyo nguzo ya maendeleo ya kijamii, kisiasa na kiutamaduni Bw. Joseph Mungai anamuomba asitie walakini katika matangazo ya HakiElimu.

Bi. Paulina anasema mfano mmoja wa matangazo yao ni tangazo linaloonyesha walemavu wanavyopata shida wanapochanganywa na wasio walemavu ni hali halisi iliyompata yeye na inaendelea kumsibu.

Anasema alizaliwa katika Kijiji cha Mkoka Wilaya ya Kongwa mkoani Dodoma, mwaka 1982 akiwa hana matatizo yoyote ya kiafya lakini baada ya kutimiza miaka mitatu mwaka 1985 alipata matatizo ya macho. Anaeleza kwa majonzi kwamba macho yalianza kuuma yenyewe na hali hiyo, ilisababisha macho hayo kuharibika kabisa na hatimaye kuwa kipofu.

Anaeleza ndugu zake wawili pia walikuwa wanasumbuliwa na ugonjwa wa macho kwa muda mrefu na hatimaye matatizo hayo yaliwasababishia kifo, walifariki dunia siku moja isipokuwa walitofautiana muda. Vifo vya ndugu wawili pamoja na matatizo ya upofu aliyoyapata anasema yalimsababishia mama yake Bi. Wanhija Mazengo kuchanganyikiwa na kuanza kutembea ovyo huku na kule.

Anasema wakati huo baba yake Bw. Habel Mazengo alikuwa na wake watatu nyumbani, hakukuwa na mtu wa kumtunza tena ipasavyo kama alivyokuwa akitunzwa na mama yake kabla hajachanganyikiwa.

"Sikuweza kupata chakula cha kutosha, mavazi yalikuwa ni ya shida niliishi maisha ya tabu, kwa ujumla nilikosa malezi ya mama kama haki ya mtoto", anasema Bi.

Paulina. Anasema alikosa kabisa huduma bora kwa sababu mama yake ndiye aliyekuwa mtafutaji kabla hajachanganyikiwa na baba yake alikuwa anafanya kazi ya kulima hivyo alilazimika kulelewa kwa shida na bibi yake.

Alipopata matatizo ya macho alipelekwa Hospitali ya Kanisa Katoliki ya Kongwa ambapo alipewa dawa lakini hazikumsaidia. Bi. Paulina anasema alikosa msaada wa kupelekwa hospitali za juu zaidi kwa uchunguzi wa kina ambapo huenda tatizo lingejulikana akatibiwa na kuweza kuona, hayo hayakuwezekana hivyo aliendelea kuwa na matatizo hayo kutokana na umasikini wa nyumbani kwao.

Anasema bibi yake alikuwa akijitahidi kumlea japo wakati mwingine walikuwa wanalala njaa kwa kukosa fedha za kujikimu. Baada ya bibi yake kufariki anasema alilazimika kukaa na mama zake wa kambo kwa shida hali iliyomfanya awe anasaidiwa hata nguo za kuvaa na wasamaria wema.

Bi. Paulina anasema awali alikuwa akisoma Shule ya Msingi Bwigiri iliyokuwa chini ya Kanisa Anglikana, shule hiyo ilikuwa inasaidia walemavu kujiunga na Shule ya sekondari Upili ya Kilosa mkoani Morogoro.

Alifanikiwa kujiunga katika shule hiyo ya walemavu, akiwa huko hakuwa hata na fedha kwa ajili ya matumizi mbalimbali, hali hiyo ilimsababishia kukosa hata sabuni ya kufulia. "Nilikuwa nikisubiri wenzangu wafue ndipo na mimi niokote vipande vinavyobaki ndipo nami nifue. Mara nyingine wenye mapenzi mema walinisaidia" anasema Bi. Paulina.

Anasema baada ya kumaliza elimu ya msingi Halmashauri ya Kongwa ilimsomesha shule ya sekondari hadi kidato cha nne mwaka 2000 baada ya hapo nilichaguliwa kujiunga na kidato cha tano Shule ya Sekondari Mpwapwa.

Karo ya shule alikuwa akilipiwa na Halmashauri ya Wilaya ya Kongwa. Matokeo ya kidato cha sita alipata Daraja la tatu na matokeo hayo yalimfanya ajiunge na Chuo cha Ualimu cha Mpwapwa kwa ajili ya kusomea ualimu.

Anasema akiwa chuoni alipata misaada mbalimbali ya karo na michango ya Chuo kutoka kwa watu tofauti aliokuwa akienda kuomba msaada. Kati ya waliompa msaada ni Mkuu wa Wilaya ya Kongwa ambaye alimpa sh. 22,000/-, Mbunge wa Kongwa Bw. Job Ndugai sh. 60,000 na Askofu Kusenha wa Kanisa la Anglikana aliyetoa karo ya nusu muhula.

Anasema Mwalimu Hosea wa Bwigiri pia alimsaidia kupata cheti cha kuzaliwa, cheti cha matokeo ya kidato cha sita na kufanikiwa kupata nafasi ya kujiunga katika Chuo cha Mpwapwa. Bi. Paulina anawaomba Watanzania wenye moyo wa kumsaidia wamsaidie hajui hata ada ya kumalizia muhula ujao, na mwaka ujao ataipata wapi.

Anaomba asaidiwe kupitia akaunti namba 02102010992 tawi la NBC-Mazengo, Dodoma kwa kutumia simu namba 0787-325856 ukitaka kuzungumza naye anapokuwa chuoni, au namba 0745-443388 kama akiwa nyumbani au kupitia anuani ya Chuo S.L.P 34 Mpwapwa Dodoma.

Sitaki wenye asasi walale, sheria dhalimu iwateketeze

Nikita Naikata, Tanzania Daima, 16/10/05

SITAKI Watanzania washangae kwamba asasi isiyokuwa ya kiserikali – HakiElimu imepigwa marufuku. Sitaki! Kwani walioua HakiElimu ni walewale waliotunga sheria ya kuua asasi za aina hiyo na sasa wameamua kuanza na hii. Nasema wanaweza kuua nyingine na nyingine na nyingine, tena kwa majigambo! Kamanda wa askari wa miavuli, Rais Benjamin Mkapa, amemtetea askari wake, Joseph Mungai na kupigilia msumari wa mwisho jenezani, kwamba HakiElimu ife na waione miguu yake ikipepesuka katika viwanja vya shule.

Kuzuia HakiElimu kutafiti elimu, kudadisi, kuchochea mwamko na fikra mpya, kutoa machapisho, kupambana na rushwa katika sehemu hii ya serikali kwa njia ya mafunzo mwanana na redio na televisheni, siyo tu kuikata mikono na miguu bali kuikata kichwa! Na Mungai amefanya hivyo. Na Mkapa ameridhia. Na HakiElimu imemegwa kichwa kutoka mabegani. Na bado kuna wanaoshangaa!

HakiElimu ni moja ya asasi nyingi nchini zinazoendeshwa na wananchi na wasiokuwa wananchi. Asasi nyingine zimeandikishwa rasmi kisheria na nyingi nyingine hazikuandikishwa. Kila asasi ina kazi zake kwa kadri wahusika walivyoamua. Mungai anasema HakiElimu imeshindwa au imekataa kutii maagizo yake aliyokuwa akiyatoa kwa simu kwa Mkurugenzi wa asasi hiyo. Vifo vya asasi vyaja!

Serikali ilipeleka bungeni mwaka 2003 muswada wa sheria wa kudhibiti asasi zisizokuwa za kiserikali. Wanaharakati walionusa mbinu hii ya serikali walipinga muswada huu.Si siri kwamba muswada ulitaka mfumo mpya wa usajili wa asasi mamlaka ya kusimamia asasi hizi na masharti ya kuwa na asasi.

Katika muswada huo serikali ilionyesha kwamba asasi zitakuwa zinaomba usajili mpya kila baada ya miaka miwili.Kana kwamba hiyo haitoshi, serikali ikaahidi kuandika masharti ya kuwa na asasi nyuma ya hati ya kuandikishwa na kutaka kila mwenye asasi ayafuate au apoteze asasi.

Bunge lililojaa wabunge wengi wa Chama Cha Mapinduzi (CCM), ambao huwa hawaangalii mbele, kwamba yawezekana na wao wakakumbwa na sheria wanazopitisha, lilipitisha muswada huo haraka. Kwa upande wake, rais naye akaharakisha kusaini muswada na ukawa sheria. Hiyo ndiyo ilikuwa "bethidei" ya sheria ya kidhalimu. Kuanzia hapo Asasi zisizokuwa za Serikali (AZISE) zikawa roho mkononi. Ziendelee kuwa zenyewe au ziwe Asasi za Kiserikali (ASAKI)?

Ukweli ni kwamba viongozi wengi wa AZISE hawakuamini kwamba Serikali ilikuwa na lengo baya. Walidhani ni mambo ya utaratibu tu. Hata

walipofafanuliwa, walibaki kusema, "Waziri amesema watarekebisha." Hata muswada ulipopitishwa, baadhi yao wakiwa Dodoma wakifanya kile walichoita "kushawishi wabunge kufanya marekebisho," bado wengine hawakuwaza kuoanisha walichoona na mfumo wa muswada.

Kufutwa kwa shughuli za HakiElimu shuleni ni sehemu ya mwanzo ya utekelezaji wa sheria ya kidhalimu inayolenga kunyakua madaraka ya AZISE kutoka mikononi mwa waliozibuni, kuziasisi, kuzilea na kuzikuza hadi pale zilipo.

AZISE ni mali za wananchi. Zinaundwa kuwa njia ya vikundi vya taaluma, vya maslahi yanayofanana, vya mitizamo inayoshabihiana, vya ushirikiano wa aina isiyoingiliwa na sheria ya kawaida ya ushirika na njia nyingine nyingi. Asasi hizi zina shabaha mbalimbali na tofauti. Zina masharti yake ya kujiendesha ili kukudhi matakwa na matazamio yake. Sasa serikali imeleta sheria inayolazimisha kufuata masharti yake (serikali) hata kama yanakinzana na shabaha ya asasi yako. Ukiyakiuka uko matatani.

Serikali imejipa uwezo wa kukusajili au kutokusajili, uwezo wa kukufuta na uwezo wa kutokupa leseni mpya. Ukweli ni kwamba "usipoelewana na serikali au mwakilishi wake, umo matatani. Sheria hii ni chafu, inaziba mifereji ya fikra mwanana, inafanya asasi kuwa mahabusu wa serikali, inaondoa uhuru wa kufikiri na kuunda asasi na inatanua wigo wa dola kuingilia utashi wa mtu binafsi na kumdhibiti. Ni sheria katili! Inakiuka Katiba pia.

Tatizo jingine ni kwamba hata waliotunga sheria hawataki kutumia sheria. Hawaheshimu sheria wala Katiba. Katika suala la HakiElimu tulitarajia serikali iombe mahakamani kusimamia asasi hii kuingia kwenye shule zake. Bali yawezekana walijua mahakama haitakubali maombi ya "kipuuzi", ndipo wakaonyesha sura yao kamili-udikteta. Sitaki mtu afurahie kufungiwa kwa HakiElimu. Kufutwa kwa shughuli zake ni "kuonekana kwa bundi au kusikika kwa mlio wa mbweha karibu na siku za sherehe."

Kila mwenye asasi sasa roho mkononi. Kila anayetaka kuanzisha asasi, tayari yumo mtegoni. Sheria inafanya asasi zife kabla hazijaundwa! Sitaki wenye asasi walale badala ya kutumia muda huu kuwaamsha wananchi kwa kuwafafanulia hila zilizomo katika sheria hii. Sitaki awepo wa kulala wakati kinachohitajika ni kutetea uhuru wa asasi, ambao ni uhuru wa wenye asasi na jamii inayozaa, kulea na kushamirisha asasi hizi kwa manufaa yake.

Maana ya uwazi na ukweli

Ndesanjo Macha, Mwananchi, 16/10/05

Suala la HakiElimu nataka wote ambao mnajifanya vimbelembele mjifunze. Kuanzia sasa hatutavumilia hata kidogo wale wanaotupinga. Sirikali inayomaliza muda wake iliingia madarakani kwa kishindo na sasa inamaliza kwa kishindo.

Nilikuwa nimesahau jambo moja kubwa sana. Uchaguzi umekaribia, kura zenu ninazitaka. Ila kampeni sijapiga. Nilitingwa nikasahau kupiga kampeni! Najua picha zangu mmeziona kwenye fulana na mabango. Kama hujapata fulana zangu za bure basi fanya hima maana sitakaa nikupe kitu cha bure tena mpaka ipite miaka mitano. Kwa hiyo usipopata fulana zangu za bure mwaka huu basi ujue una miaka mitano ya kusubiri.

Unaweza kujiuliza kwanini nimezembea kupiga kampeni. Sijazembea. Nadhani hiki ni kiburi. Ni kiburi ambacho Sirikali yenu tukutu imevaa kama joho la kasisi. Kiburi hiki kimetokana na ukweli kuwa lazima nitashinda wapinzani wangu. Hata waende kwa Mzee Nanihii kule Bwagamoyo kuchukua kizizi, wachanganye na kizizi cha Nanihii wa Sumbawanga, watumie na fedha kuhonga… lazima nitashinda.

Kura tunahesabu sisi. Hapo tu tayari bao tumewapiga. Sisi ndio tunachukua yale maboksi ya kura na kupeleka ofisini kwetu ambako ndio tunakwenda kuhesabia kura. Kutangaza washinidi tunatangaza sisi. Sheria za uchaguzi tumetunga sisi. Wanaosimamia uchaguzi tumewachagua sisi. Unadhani jamaa watanishinda?

Kwa kuwa najua kuwa nitashinda, kuna mambo kadhaa ambayo nataka kuweka wazi usije ukafika wakati mkaanza kulalamika. Hatutaki na hatutavumilia mtu yeyote ambaye atakuwa akitukosoa. Tunataka wananchi wote, vyombo vya habari, mashirika yasiyo ya kiserikali na hata viongozi wa dini watumie muda wao kuongelea mambo mazuri tu ambayo Serikali yetu inafanya.

Msidhani kuwa ninatania. Tayari tumeshatoa onyo. Waziri wa Elimu na Utamaduni ameonyesha njia. Hili shirika sijui linaitwa HakiElimu… hakielimu ya shangazi yao. Tumewapiga marufuku na hivi sasa tunatazama wafanyakazi wa shirika hilo kama kuna ambao wanaelekeaelekea kuwa sio Watanzania tuwavurumishe kwa viboko nje ya mipaka yetu. Hatutaki nchini Mashirika ambayo hayaimbi nyimbo za kutusifu sisi watawala wenu watukutu, samahani, ninamaanisha "watukufu".

Hakuna kitu tunachopenda kama kusifiwa. Tukikosolewa tunaudhika hakuna mfano. Tazama Askari wakituona wanapiga saluti. Tukipita huko vijijini, wanavijiji

wanaacha shughuli zoa kilimo ambazo ni uti wa mgongo wa taifa letu (kilimo ni "uti wa mgongo"inamaanisha ugonjwa wa uti wa mgongo).

Watajipanga barabarani na nguo zao zilizochakaa wakitushangilia. Shule zitafungwa ili wanafunzi wajipange barabarani kutushangilia. Mjini tukipita magari yote yanasimamishwa hata magari ya wagonjwa nayo yanasimamishwa. Hata kufungua mlango wa gari huwa hatufungui. Kodi yenu inalipia mtu wa kutufungulia mlango.

Ukitazama vyombo vya habari, picha na habari zetu vimejaa ukurasa wa kwanza. Redioni mnasikia hotuba zetu ambazo kama mnavyojua tunaheshimika sana kiasi hata hotuba hizo hatuandiki sisi. Makanisani na Misikitini tunaombewa maisha marefu na afya njema (hata hivyo pamoja na sala za afya njema safari za hospitali za majuu hatutaacha kwenda).

Unaona jinsi ambavyo tumezoea kuabudiwa? Sasa akitokea mtu akawa anatukosoa hata kama ni kweli hatupendi hata kidogo. Ndio maana tunachukia sana sana haya madubwana yanayojiita mashirika yasiyo ya kiserikali. Tunataka kupitisha sheria ili mashirika yote yawe ya kiserikali. Mashirika haya yamezidi na yamekuwa kidomodomo sana. Kimbelembele mtindo mmoja. Hatutaki.

Tumewaonyesha HakiElimu dawa yao. Najua mtasema, "Kwani hizi si zama za uwazi na ukweli". Hivi mnadhani tunaposema kuwa hizi ni zama za uwazi na ukweli tunamaanisha hivyo? Naona hamjui sirikali zilivyo hapa duniani. Hakuna sirikali ambayo inataka wananchi wake wajue ukweli. Mkijua ukweli basi kula yetu inakuwa hatarini. Mngekuwa mnajua ukweli mngeshatufurumisha na mawe toka siku nyingi.

Kutokana na nia ya serikali kuficha ukweli, barua zetu huwa tunazigonga muhuri usemao: CONFIDENTIAL. Yaani siri. Na ikatokea mtu akatoa yaliyoandikwa ndani ya barua hizo hadharani ajue ataishia lupango. Nia yetu ya kuficha siri kwa umma inajionyesha pia pale tunapojifanya kuunda tume kuchunguza jambo fulani baya lililofanywa na serikali au taasisi zake.

Kwanza tume hiyo huwa tunaweka marafiki zetu. Kisha wakishamaliza uchunguzi wao, kabla ninyi wananchi ambao ndio tunawatumikia, hamjaambiwa kilichomo ndani ya ripoti ya tume lazima tujifungie ofisini kwetu na chupa ya mvinyo kuisoma hiyo ripoti. Baada ya hapo ndio tatuamua tuwaambie nini na nini tusiwaambie kuhusu hiyo ripoti. Mnaona tulivyo kama sungura mjanja?

Ikitokea wale maswahiba wetu tuliowachagua kuwa kwenye tume wameamua kuwa wazalendo na watu wa haki, wakaandika ripoti kinyume na tulivyotaka, tutawaumbua hadharani na kuwakaripia vibaya sana. Suala la HakiElimu nataka

wote ambao mnajifanya vimbelembele mjifunze. Kuanzia sasa hatutavumilia hata kidogo wale wanaotupinga.

Sirikali inayomaliza muda wake iliingia madarakani kwa kishindo na sasa inamaliza kwa kishindo. Kishindo hicho tutakiendelezana watakaokuja nyuma yetu wataendeleza hadi nchi nzima iwe kama msemaji wa rais. Kishindo chenyewe ni cha kuwaonyesha "dawa" wale wote wanaotupinga. Nchi nzima lazima muimbe mapambio ya kusifu kazi nzuri tunayoifanya.

Ni kweli kuna wanafunzi wanaoketi juu ya mawe. Ni kweli kuna madarasa yenye wanafunzi 200 na mwalimu mmoja na hakuna ubao wa kuandikia. Ni kweli kuwa shule nyingi hazina vifaa vya maabara na vifaa vingine vya kuzalisha wanasayansi wa dunia ya kesho. Ni kweli kuwa kuna shule ambazo wanafunzi wanamaliza hawajui kusoma wala kuandika. Ni kweli kuwa kuna shule ambazo hazitoi hata siku moja wanafunzi kwenda sekondari. Ni kweli kuwa Ukimwi unaongeza tatizo la uchache wa walimu ila sisi sirikali hatuna mpango wa kufanya lolote.

Yote hayo ni kweli … ila kama wewe ni "mwanaume" jaribu kusema mambo hayo. Tena kibaya zaidi andika na kuwapa "wafadhili" wasome. Hao "wafadhili" ndio hatutaki kabisa wajue mambo yetu. Wakijua wataanza 'tararira' (kelele) zao kama wanavyomfanyia kaka Mugabe pale Zimbabwe. Mikakati yetu ni ipi kufanikisha nia hii ya kuzima kabisa wale wanaotukosoa? Magazeti ambayo hayaandiki mambo mazuri tunayofanya tutaanza kuyapiga marufuku. Makanisa na Misikiti ambayo ina viongozi wanaotukosoa tutafuta usajili wao. Kama Mungu atawasajili basi waende huko mbinguni wakahubiri ila sio hapa nchini.

Viongozi wa dini tutakaopatana nao ni wale tu ambao wanatukaribisha kwenye ibada zao na kutuweka viti vya mbele na kuelezea jinsi ambavyo "roho" wa Bwana alivyowaambia kuwa sisi ni wateule wa Mungu. Wale viongozi wa dini ambao wanachangisha fedha kwa ajili yetu, sisi ambao tayari tuna mapesa kibao mfukoni, ndio ambao tutawaruhusu kuendesha shughuli zao nchini.

Tukipiga marufuku magazeti hata waandishi wake tutawapiga marufuku. Msifikiri eti mtahamia magazeti mengine. Kuna wanasafu na waandishi kila wakiandika ni kukosoa tu. Hawa tutawakataza kuandika maisha yao yote. Hata wale wananchi wanaojiita wanaharakati tutaanza nao kuwapiga marufuku. Wanaharakati hawa wanakwenda huku na huko kwenye warsha na semina wakitukosoa.

Mara Sirikali hii haijali haki, mara nchi si ya kidemokrasia, mara katiba mpya, mara tume huru ya uchaguzi, mara askari wetu wanaua wananchi… tutawapiga marufuku waachane kabisa na hii habari ya harakati. Hata jina lenyewe, wanaharakati tutalikataza. Harakati, harakati. Harakati kitu gani. Tutawakataza kuongea mambo ya Serikali maisha yao yote.

Hata wapinzania tutaanza kuwapiga marufuku. Chama chochote cha upinzani ambacho kinatupinga kitafutiwa usajili. Hakuna ruhusa chama cha upinzania kutupinga. Hakuna ruhusa kutukosoa. Ukiniuliza dakika hii nini maana halisi ya uwazi na ukweli nitakuambia kuwa uwazi na ukweli ndio huu: hatutaki kukosolewa hata kidogo. Huu ndio uwazi na ukweli. Una swali?

Haki ya HakiElimu…!
Chesi Mpilipili, Majira, 16/10/05

Miongoni mwa matangazo ambayo huwa napenda mno kuyakodolea macho kupitia hiki kiTivii changu ambacho kuna wakuja wanaodai kwa kujiamini kabisa kuwa sio cha rangi, kwa vile ati ni 'black and white' utadhani nyeupe na nyeusi sio rangi, ni yale yaliyoandaliwa na taasisi ya HakiElimu na kurushwa hewani na vituo kadhaa vya tivii nchini.

Yapo kama matano hivi na kwa mawazo yangu ambayo kwa kawaida si kitu cha kupotezea sukari iliyopo kwenye stampu, yanaonesha mazingira halisi ya yale yanayoendelea kwenye sekta ya elimu nchini. Wasanii kwenye matangazo hayo ambayo hayazidi dakika mbili kwa kila moja wanafanikiwa kuwafikishia walengwa ujumbe ambao ungemchukua mwandika katikati ya mistari makala hamsini kama hii ili kuufikisha kwa walengwa. Ushahidi kamili kuwa picha moja nzuri inaweza 'ikachora' maneno alfu moja.

Ninapoangalia kwa mfano, lile tangazo ambalo mama 'Waziri' anatembezwa kuona majengo ya shule na Mwalimu Mkuu ambaye anajifagilia kuhusu utoaji wa ripoti za maendeleo ya shule ambazo tunaoneshwa zikiwa zimefungiwa kwenye chumba ambacho kina bonge la kufuli na mnyororo mlangoni, nasisimka.

Mkuu wa shule huyo anamueleza mheshimiwa mama 'Waziri' kile ambacho kwa hakika sio siri kwamba ripoti ya shule mpaka ipitishwe kwa watu maarufu na waheshimiwa wengine kwanza, bila shaka na kukarabatiwa kwanza, ndipo isambazwe kwa wananchi. Hili halina mjadala. Ndipo hapa mheshimiwa mama "waziri" ambaye katika tangazo hili hapana shaka kuwa anawakilisha sirikali, anagomba vikali na kumuambia mwalimu mkuu kuwa anafanya makosa kwa sababu haki ya kuona ripoti ya shule ni haki ya kila mwananchiwakati wowote ule.

Kisha mheshimiwa mama 'Waziri' anageuka na kuwaangalia wananchi waliokuwa wakifuatilia tukio hilo na bila shaka pia kutuambia sisi tunaoangalia tangazo hilo kwamba na sisi wananchi tusisite kuulizia kuhusu ripoti ya maendeleo ya shule kwa vile hiyo ni haki yetu hivyo tusiipoteze. Ni tangazo zuri na ujumbe wake unatufikia barabara.

Halafu kuna lile lingine ambalo tunaoneshwa mkutano wa wazazi ambao mwalimu mkuu wa shule anaonekana akijifagilia kwa nguvu zote kuwa kama tunavyoona wenyewe, majengo ya shule ni mazuri kabisa. Kisha anasimama huyu mama ambaye kwanza anamuunga mkono mheshimiwa mwalimu mkuu kisha anapiga dongo kabambe kwa kuuliza kuna faida gani ya kuwa na majengo mazuri iwapo hakuna madawati, hakuna walimu, hakuna sijui nini tena, nimesahau mwalimu anabaki kujikanyaga kanyaga.

Kwa uelewa wa muandika katikati ya mistari, haya ni matangazo mawili kabambe ambayo yanatuhamasisha kufuatilia kwa karibu maendeleo ya shule zetu. Kwa hakika, sirikali inapoibuka ghafla na kukemea kwa kauli kali kabisa kuwa matangazo haya yaliyoandaliwa vyema kabisa na taasisi ya HakiElimu, 'inamchanginyi' kabisa muandika katikati ya mistari, chembilecho Bambo.

Na tena sio kukemea tu kwa kauli kalikali bali na kupiga marufuku makali kabisa taasisi hiyo kutia tena timu ndani ya jengo lolote la shule linalomilikiwa na serikali. Ndio 'labda waombe kwa Mungu na kwa uongozi ujao baada ya huu uliopo kuachia ngazi'. Uzuri wa waheshimiwa wetu ni kwamba hawakopeshi wakikemea jambo wanalikemea kweli kweli. Hupati hata nafasi ya kuwa na wasiwasi iwapo ulichokisikia umekisikia kweli ama ni wasiwasi wa masikio yako tu. Wanakemea kikweli kweli na ujumbe unaupata barabara.

Mwandika katikati ya mistari ameangalia matangazo ya tivii yaliyorushwa hewani yakiwaonesha waheshimiwa wakikemea kwa ukali kabisa haki za HakiElimu. Ameangalia matangazo hayo na kugundua kuwa kwa baadhi ya wabongo wenzake neno 'mkutano' lina maana ya kushangilia kila kinachosemwa na kiongozi. Maana hata kabla mheshimiwa hajamaliza maelezo juu ya kupiga ridandansi haki za HakiElimu, nikashituka kuona baadhi ya wanakijiji ambao nina hakika kabisa kuwa kuna baadhi yao walikuwa hata hawajui hiyo HakiElimu ni kitu gani wakishangilia kwa nguvu zao zote kuonesha kuunga mkono mkwara aliopiga mheshimiwa kuhusiana na taasisi hiyo.

Mwandika katikati ya mistari hawezi kuthibitisha hili, lakini kwa hakika ameanza kuhisi kuwa waheshimiwa huwa wanachagua mambo ya kukemea, ndio, wanapaswa kuyakemea kwa herufi kubwa kabisa lakini wanaishia kuuchuna kama vila hawayaoni. Anajikuta akikumbuka kuwa ni majuzi tu ambapo watu wanaopaswa kuwa ndio walinzi wetu waliangusha kisago kikubwa kwa wananchi na waandishi wa habari na hakusikia mtu akisimama na kukemea kwa nguvu zake zote kuhusu hilo.

Anasikia na kusoma pia juu ya yale ambayo yanaendelea kutokea huko visiwani ambayo kuna watu wanapaswa kusimama na kuyakemea kwa nguvu zao zote kuepusha wingu zito linalotujia, lakini waapi, watu kimyaa. Kwa hakika, huyu muandika katikati ya mistari ameshangazwa mno kumsikia waziri mkuu wa nchi moja inayotoa misaada kwa sana aliyetembelea nchini karibuni na baada ya siku mbili tu nchini kutamka wazi kuwa alikuwa hafurahishwi na yanayotokea kule visiwani na iwapo yataendelea hivyo, nchi yake itaangalia sana utoaji misaada yake kwetu.

Nikashangaa sana mgeni ayaseme hayo huku sisi wenyeji tupo kimya tu kama vile hakuna chochote kibaya kinachoendelea huko visiwani. Kwa hakika, mpaka leo hii

muandika katikati ya mistari anashindwa kufahamu ubaya wa matangazo haya. Tangazo linapouliza kuwa ni nini maana ya majengo mazuri iwapo bado kuna upungufu wa walimu, linakuwa limelenga pa ukweli hasa.

Huyu muandika katikati ya mistari yupo tayari kuwa shahidi wa hili. Anayo jeuri yake moja dhidi ya nyota ya kijani ambaye anasoma darasa la tano kwenye moja ya shule zenye majengo mazuri sana jijini. Darasa lao lina wanafunzi mia moja kumi na tano, punguza ama ongeza wawili watatu na huo ni mkondo mmoja tu.

Kwa hakika, inapofikia mwalimu mmoja kufundisha wanafunzi mia moja kumi na tano kwa mkupuo, huo ni ushahidi tosha kabisa kwamba kuna upungufu mkubwa wa walimu. Waheshimiwa wanapodai kuwa taasisi ya HakiElimu inapotosha watu kwa kuuonesha ukweli huu, tunalazimika kujiuliza ni nini maana ya kaulimbiu ya uwazi na ukweli.

Halafu yote hiyo ni tisa, kumi ni ile taarifa kwamba ripoti iliyosababisha HakiElimu kuwashwa inatokana na majumuisho ya ripoti za serikali zilizotolewa kati ya mwaka 2002 na 2004. Yaani kwa maana nyingine ni kwamba HakiElimu inasulubiwa kwa kukariri kilichoandikwa na serikali yenyewe.

Kilicho wazi ni kuwa kwa waheshimiwa kujiapiza kwa nguvu zao zote kuwa HakiElimu haitaruhusiwa kutia makanyagio ndani ya majengo ya shulel zetu labda waombe kwa Mungu tena kwa rais ajaye maana uongozi uliopo hautawaruhusu kufanya hivyo hadi watakapoachia madaraka ni sawa kabisa na kuikaba koo haki ya HakiElimu.

Ni kauli ambayo mtu akiisoma katikati ya mistari anaweza kupata picha kwamba hawa HakiElimu wasijisumbue hata kwenda mahakamani kutafuta haki yao. Maana kama anavyosema 'msanii' "mmojawapo kwenye moja ya matangazo hayo…" mkubwa akishauri ndio amri hiyo, mwalimu!" …sembuse akikemea? Jumapili njema

HakiElimu an opaque event in a transparent era

Rayner Ngonji, The Guardian, 17/10/05

It was by coincidence that I met one of the schoolteachers just after the government's ban on HakiElimu operations. He was on his own errand and so was I. We didn't know each other before but the talk between us shortened the distance covered. On our way we passed near a primary school. Something of interest tickled his mind and exclaimed 'that is one of the things advocated by HakiElimu which the government seems irritated' about.

He pointed a finger to a billboard that reminded him of the recent veto by the Ministry of Education against HakiElimu. 'That is what HakiElimu was fighting for," he said, pointing at the billboard as we strolled past the school.

"But its operations have been banned," I chipped in. "Well, in fact, some of their remarks on the radio and TV adverts were exaggerated. No teacher for example, goes into a classroom in such a harsh mood as the one in the ads," the teacher responded.

"However, to some extent they did a commendable job only that the government and a few other stakeholders refused to appreciate" he said. He cited an example of a congested classroom in Dar es Salaam insisting that to be one of the areas the ministry does not want to talk about.

"How on earth can one teach a class of 150 pupils, some uncomfortably seated on the dirty floor still expecting impressive results at the end of the day?" he queried. These are the kind of issues HakiElimu focuses on to provoke positive reaction from the authorities in order to improve the quality of education in the country.

It's no secret that in recent years the quality of education has been in the doldrums. Massive failures and cheating in examinations define the preposition. There could be some other reasons leading to that state of affairs but to be frank leaving alone the political jargon, all these sum up to only one conclusion – there is a problem.

Whether we accept it or not that is a fact. It's there, it has been there, and it will be there unless some corrective measures are put in place. Resources and efforts that have been deployed and are still being affected focus on minimizing the impact of the problem.

Since its inception, HakiElimu has been operating along those lines. To create awareness amongst the people, to let them know what is going on in the day to day running of public schools, and to offer advice on how best to improve educational performance.

In achieving these goals, HakiElimu, which was founded in 2001, was not only engaged in community involvement in the whole affairs, but also encouraged wananchi to raise questions where things seem not to be on the right track.

And this was being done through monthly debate for a organized by the institution and held at the United Nations Children's Fund (UNICEF)'s. Resource Information Center.

Adverts on radio and TV were also being featured to help achieve the same end results.

Such fora sometimes came up with good suggestions on how best to manage the education sector. Whether they have succeeded or not that is another story altogether. Nevertheless, they deserve a pat on the back for what has been achieved so far and not a slap in the face.

Presently, the supposedly transparent era, such exercise is worth practicing. It is a check and balance mechanism. Constructive criticism has a place in any dynamic society. It was like a watchdog for the entire education sector. But also, their reward was to have an indefinite ban slapped on their operations.

Apparently the teacher's sentiments are supported by scores of other stakeholders and well-wishers of the country's development. No logically sound clarification has been given on the decision by the Ministry apart from claiming that they had been operating against the government's directives.

What directives? We are not quite sure. Presumably this could be interpreted the other way round that something is being hidden for the interest of the few.

The first phase President, the Father of the nation the late Mwalimu Nyerere said whoever hides a disease is likely to be embarrassed by death. Let the government revisit its decision for the good of the nation.

HakiElimu isiyokuwa na haki

Mwandishi wetu, Tanzania Daima, 18/10/05

Watu na vikundi mbalimbali vya hiari, wanaendelea kutoa mawazo yao kuhusu taarifa ya hivi karibuni ya Wizara ya Elimu na Utamaduni, kuhusiana na kusimamishwa kwa asasi inayojihusisha na masuala ya utafiti wa maendeleo ya sekta ya elimu - HakiElimu, kujishughulisha na utoaji wa taarifa mbalimbali za maendeleo ya elimu ya msingi na sekondari hapa nchini.

Wakati watu wakiendelea kuelezea maoni yao kuhusiana na kuzuiwa huko kwa HakiElimu, kauli nyingine nzito ilitolewa na Rais Benjamin Mkapa, akiunga mkono hatua iliyochukuliwa na Wizara ya Elimu kuikemea Asasi hiyo. Isingekuwa rahisi kwa rais kutounga mkono kauli ya waziri wake, ikizingatiwa kuwa asasi hii ilikuwa ikidaiwa kubeza maendeleo ya kielimu yaliyofikiwa na serikali yake.

Kauli ya rais imekuwa kali kwa asasi hiyo, kutokana na kuipiga marufuku kukanyaga katika shule za msingi na za sekondari. Kauli hiyo bila shaka imekuwa pigo kubwa kwa asai hiyo isiyokuwa ya kiserikali kwa sababu hii ni sawa na mtoto kufukuzwa nyumbani na baba yake mzazi bila hata ya kusikilizwa. Mimi kama mwananchi wa kawaida naichukulia kauli ya rais aliyoitoa nyumbani kwake alipokuwa akiagwa na wananchi baada ya utumishi wake uliotukuka, kuwa hakuilenga asasi ya HakiElimu pekee, bali alizilenga hata nyingine zote zilizo na mtazamo kama huo.

Rais ni taasisi kubwa sana hapa nchini, ambayo kwa uwezo wake, mimi sikuona kama ni busara kutoa kauli kubwa kama hiyo, kwa asasi hiyo ambayo ilikuwa ikijaribu tu kuangalia upungufu katika sekta hiyo muhimu nchini na kutoa mchango wake wa namna ya kuiboresha.

Binafsi nilishtushwa sana na kauli ya rais na mara moja nikakumbuka maneno ya watu wengi yanayosema viongozi wengi wa Kiafrika hawapendi kukubali wanapokosolewa, na ndiyo maana hata wakati mwingine wako radhi kuwafukuza kazi watendaji wao ambao wanadhani ni kikwazo kwao.

Wakati hayo yote yakiendelea, hivi karibuni tumemsikia Balozi wa Denmark hapa nchini alipokuwa na kile ambacho vyombo vya habari walikiripoti kuwa ni mabishano. Alisema elimu ya Tanzania bado inasuasua.

Balozi huyo alisema pamoja na kuwapo mpango wa MMEM, ambao umejenga vyumba vizuri vya madarasa, lakini bado haujatengeneza mazingira mazuri kwa walimu na vifaa vya utoaji wa elimu bora. Kwa upande wake, Waziri Mkuu, alitetea mafanikio ya elimu nchini, akasema kuna mafanikio makubwa, hasa tangu kuwapo kwa mpango wa MMEM na MMES.

Bado najaribu kutafakari ni kwa nini balozi huyo ambaye nchi yake ni moja kati ya nchi zinazotoa misaada mingi hapa nchini, hasa kwenye sekta hiyo ya elimu, atoe kauli kama hiyo. Kwa yeye, kiongozi ambaye anatoka katika nchi yenye maendeleo makubwa kama Denmark, angekuwa na haja gani ya kubeza maendeleo yaliyopatikana kwenye nchi masikini kama Tanzania?

Naamini kuna mambo ambayo wenzetu wanayaona lakini sisi tunajifanya kuyafumbia macho na kujifariji kuwa tuna maendeleo. Sasa hicho ambacho balozi huyo alikiongelea, ndicho kwa matazamo wangu HakiElimu walichokuwa wakijaribu kukifanya ili kuwaamsha waliopewa majukumu ya kuboresha sekta hiyo wayatekeleze kikamilifu.

Tunaona Waziri wa Elimu anatetea mafanikio yaliyopatikana, Waziri Mkuu ambaye ni mtendaji mkuu serikalini, naye anatetea mafanikio hayo na hata rais kwa mapana yake, naye anatetea kile anachoona kuwa naonewa kutokana na mafanikio yaliyopatikana ya serikali yake.

Hakuna miongoni mwetu ambaye anabeza mafanikio yaliyopo kwenye sekta ya elimu, lakini tunachotaka kusema ni kuwa, mafanikio hayo ni madogo sana yakilinganishwa na umuhimu wa sekta yenyewe, kwa ajili ya maendeleo ya nchi na wananchi kwa ujumla.

Hatuwezi kubweteka na kuona namna tulivyojenga madarasa mengi na mazuri tukaridhika. Hatuwezi kujivunia ongezeko la wanafunzi katika elimu ya msingi na sekondari.Ambacho tungepaswa kujivunia ni kwa kiasi gani watoto hao wanapata elimu bora kwa manufaa yao na vizazi vijavyo, si bora elimu ya kusogeza umri wao.

Serikali pekee haiwezi kuleta maendeleo kwa wananchi bila kuwapo wasaidizi, na hawa ni kama kina HakiElimu, potelea mbali hata kama nao hawatumii njia nzuri za kuyaelezea matatizo kwenye sekta hiyo. Muhimu si kuwanyamazisha, ni kuwaelekeza ni nini cha kufanya ili wawe wabia wazuri kwenye maendeleo hayo, ambayo serikali ingependa kuyatetea na kujivunia.

Kuna msemo wa siku nyingi wa wahenga; "Mtoto akiunyea mkono huwezi kuukata." Labda ni kweli asasi hiyo imetenda kosa kutoa taarifa za maendeleo ya elimu, au labda matangazo kwenye vyombo vya habari, lakini kitendo cha kuipiga marufuku kwenda hata shuleni ni hatua ya juu sana, ambayo kwanza isingepaswa hata kutolewa na rais. Kwa mtazamo wangu, kupigwa marufuku kwa HakiElimu kuingia shuleni, si kwao pekee, bali ni kwa asasi zote ambazo zinafanya kazi kama ya HakiElimu.

Serikali kwa namna nyingine inataka kuziambia hata asasi nyingine zinazojishughulisha na utetezi wa masuala mbalimbali, yakiwamo ya ardhi, haki za kina mama, haki za binadamu, sheria, haki za watoto na nyingine, zikae macho,

kwani na zenyewe zikiendelea kupigia debe matatizo ya jamii kwenye sekta wanazotetea, watachimbwa mkwara na wasipoangalia watapigwa 'stop'.

Naomba nisionekane kama mchochezi, lakini penye ukweli ni lazima tuongee wazi, kwa sababu na mini ni kijana wa zama za ukweli na uwazi, asasi hiyo na nyingine nyingi zinaweza kuwa na upungufu katika uendeshaji wake, lakini kama kuna kusema ukweli kwa lengo la kuboresha, ziachwe ziseme, serikali haiwezi kuumia popote kwa kuambiwa ukweli.

HakiElimu's ban: Value judgement or arbitrary power?

Telesphor Magobe, Daily Times, 18/10/05

Recently, the Ministry of Education and Culture banned a local non-government organization, *HakiElimu,* from engaging itself in education activities in Tanzania. The government took such a measure against *HakiElimu* for what it considered belittling the education status in the country despite the government's positives efforts to further qualify education and the teachers' steady fortitude to work in challenging circumstances.

The ban, however, has been received differently by human rights activities and those who acknowledge *HakiElimu's* efforts to enlighten the government on different education issues and educate the general public on the challenges that still lay ahead of Tanzania's education system and how to go about them.

No doubt, the ban is a human rights violation undermining democratic and good governance principles that the country has undertaken to promote. As some people would say, what the government gives with one hand takes away again with another. For instance, the constitutional right of freedom of opinion and expression, which is granted by the Union Constitution, is taken away again by restrictions imposed on it so much so that the right remains utterly vague in terms of its application.

However, *HakiElimu* is reputed to work tirelessly for advocacy and promotion of quality education in the country. It has various educational programmes that are broadcast on radios, television and published in the print media.

To make matters worse, President Benjamin Mkapa credited the Ministry of Education and Culture for taking such inept measures against *HakiElimu* and made it clear that he would rather prefer finishing his tenure than seeing it engage itself in education activities again.

Of course, this is not good news to Tanzanians who are always encouraged to be tolerant and respectful of other people's differences and opinions. If there is a way to improve our education system and if such a way is denied and, instead, is considered as belitting the education status, then there is certainly a problem somewhere.

But a question that comes into my mind is, whose good is *HakiElimu's* work? Looking deeper into the dissension, one cannot help but speculate that the whole story is a mis-interpretation or a value judgement on *HakiElimu's* work. Already some people make a conjecture that *HakiElimu* gets a lot of money through what they publish about education in Tanzania. Such a speculation suggests that the

underlying motive for their work is not really to further education but just to attract more financial support by opprobrium.

Then comes the question whether the ban can really be justified or it is another way of saying big man takes and he takes, small man takes and he teethes. Recently, I heard some people remarking on what befell the ATCL staff and two journalists in Ukonga area, Huwezi kuchezea serikali (the government is powerful; you cannot ridicule it and survive). The government is like a big man. When the big man takes, he really takes. But when a small man takes, he is likely to be in trouble.

The problem with the whole issue has to do with the freedom of opinion and expression in Tanzania. Looking at the surface, one gets the impression that there is freedom of opinion and expression in the country, for one will be looking only at the number of radio stations, media houses, newspapers and televisions.

Even in other areas like quality education and health care, the quality of their services is often measured in terms of numbers but not really what people get. For instance, when a government official gives a speech, she/he would say: "when we took over the government we had very few schools, hospitals, but now there are so many… The number of students was very small but now we have so many students…"

No one says how that number matches with the quality, e.g. how many students pass exams they have really worked for (without cheating) and how many hospitals provide quality health services to patients without bribes, etc. Likewise in the area of freedom of opinion and expression, what is considered important is only the number but not actually how free the media in the country is.

So, freedom of opinion and expression is continually becoming problematic in Tanzania and at the same time the country has continually been getting good reputation for human rights record and a model of good governance.

As one maxim goes, if the theory does not fit the practice, ignore the theory, I am inclined to believe that our country is one of the countries which does not accommodate different views or opinions except when such views or opinions are held by the government itself. There are many examples to illustrate this and civilians are the victims of this. Excessive use of force and violence by public order institutions (agents) against civilians are phenomenal mechanisms of arbitrary power, a constant cry that Tanzanians endure in their day-to-day living.

Wadau walivyopokea 'kunyongwa' kwa HakiElimu

Reuben Kagaruki, Majira, 21/10/05

Hivi karibuni, serikali ilitoa waraka wa kuipiga marufuku taasisi ya HakiElimu kufanya kazi yoyote inayohusiana na elimu kwa madai kuwa asasi hiyo imekuwa ikipotosha ukweli. Uamuzi huo wa Serikali umepokewa kwa hisia tofauti na asasi zisizo za serikali, marafiki wa elimu na wadau wengine wengi wa elimu, ambao sasa wanaitaka Serikali ibatilishe uamuzi huo kwa sababu si wa kidemokrasia.

Mtandao wa Asasi zisizo za Serikali ya Haki za Binadamu Kusini mwa Afrika (SAHRINGON) tawi la Tanzania kwa upande wake unalaani hatua ya Serikali ya kusimamisha baadhi ya shughuli zilizokuwa zikiendeshwa na shirika la HakiElimu. Akitoa msimamo wa mtandao huo kwa niaba ya Bodi ya Wakurugenzi na Wanachama wa Mtandao wa SAHRINGON, Kaimu Mkurugenzi wa mtandao huo, Bi. Rehema Kirefu, anasema wamepokea kwa mshangao na mshituko mkubwa hatua iliyochukuliwa na Wizara ya Elimu na Utamaduni dhidi ya HakiElimu.

"Mtandao wa haki za binadamu unaichukulia hatua hiyo ya Serikali kuwa imekwenda kinyume na Katiba ya nchi inayowahakikishia Watanzania wote uhuru wa kujieleza, kupashana habari, haki ya kupata na kusambaza taarifa, uwazi na mijadala ya umma kama inavyoelezwa katika Ibara ya 18 ya Katiba ya Jamhuri ya Muungano wa Tanzania ya mwaka 1977," anasema Bi. Rehema. Anasema hatua hiyo ni uvunjaji mkubwa wa haki za binadamu na yenye mwelekeo wa utawala wa kiimla na usiojali maoni ya wananchi.

"Hatua hii inapingana kabisa na juhudi za Serikali katika dhana ya ushirikishwaji na majukumu ya mashirika ya kiraia kama inavyoelezwa chini ya Mpango wa Kukuza Uchumi na Kuondoa Umasikini (MKUKUTA) na Mpango wa Maendeleo ya Msingi (MMEM)," anasema Bi. Rehema. Anasema ghadhabu za Waziri wa Elimu na Utamaduni, Bw. Joseph Mungai, zilianza baada ya HakiElimu kutoa taarifa kuhusu miaka mitatu ya utekelezaji wa mpango wa MMEM, iliyotolewa Julai, mwaka huu.

Taarifa hiyo ilikuwa ni mkusanyiko wa taarifa mbalimbali za Serikali na sehemu nyingine iliyotokana na mchango wa wadau. "Tumeridhika kuwa kauli na hatua hii inatokana na baadhi ya Viongozi kutotaka kukosolewa, hata kama ukosoaji huo ni wa kujenga na kuboresha utendaji kazi kwa manufaa ya Watanzania wote," anasisitiza Bi. Rehema nakuongeza, "HakiElimu iliyoruhusiwa kufanya kazi zake kwa mujibu wa sheria za nchi ina haki ya kueleza mawazo yake na matokeo ya utafiti wake bila kutishwa kwani hizo ni baadhi ya haki zake za kikatiba."

Anasema ikiwa utafiti au mawazo hayo yana upungufu yanapaswa kukosolewa kwa utafiti au taarifa zenye usahihi zaidi na si kinyume na hivyo. Bi. Rehema

anasema wanaitaka Serikali ya awamu ya tatu kuondoa mara moja zuio hilo ili imalize muda wake vizuri kama ilivyoanza bila kuacha doa kubwa katika historia yake.

Pia wanaharakati hao wanaitaka Serikali kuchukua hatua za dhati kuhakikisha vitisho na matukio mengine kama hayo hayatokei tena na kuwa kila Mtanzania, vyama mbalimbali na mashirika yasiyo ya kiserikali yana uhuru wa kutafuta, kutoa, kupokea na kusambaza taarifa kwani hizo ni haki za kikatiba zenye kuimarisha utawala bora na demokrasia.

Kwa upande wake, Jumuiko la Asasi zisizo za Kiserikali kuhusu sera limeomba Serikali kuondoa mara moja amri ya kupiga marufuku taasisi ya HakiElimu kujihusisha na uchapishaji wa makala kuhusu shule za Tanzania kubadilisha sekula namba 5 ya mwaka 2005 ya Wizara ya Elimu na Utamaduni.

Bi. Gertrude Mgizi, akizungumza kwa niaba ya jumuiko hilo, anasema uamuzi huo ni wa kukandamiza haki ya kujiendeleza kama watu binafsi, jamii na taifa. Anasema wanaiomba Serikali kuanzisha hatua za makusudi na thabiti kuhakikisha kwamba haki za kikatiba za watu wote na asasi za Tanzania za kutafuta, kupokea na kusambaza taarifa na maoni zinalindwa wakati wote.

"Tunaiomba Serikali kuendeleza mazungumzo ya wazi, mdahalo wa umma na ushirikishaji kamilifu wa jumuiya ya kiraia katika michakato yote ya sera ikiwemo elimu," anasema Bi. Gertrude na kuongeza:

"Tunapenda kusisitiza tena kujitolea kwetu nafsi kwa mwendelezo wa ushirikiano na vyombo vyetu vya Serikali na wadau wengine wote katika kukuza haki za binadamu na maendelo ya Watanzania wote, tungependa kuwepo kwenye mkutano na maofisa wa Serikali ili kujadili shauku zetu na kufikia suluhisho linalojenga na linalokubalika."

Bi. Gertrude anasema wakati wote walikuwa wana imani na michakato na maendeleo inayoongozwa na Serikali kufanikisha lengo lao la pamoja la kuboresha maisha ya Watanzania na ndio maana waliamua kufanya kazi kwa karibu na wizara mbalimbali za Serikali.

Kutokana na sababu hizo, anasema ndio maana wameshtushwa na adhabu ambayo imetolewa na Serikali dhidi ya HakiElimu. "Ibara ya 18 (1) cha Katiba ya nchi yetu kinasema bila kuathiri sheria za nchi, kila mtu ana haki na uhuru wa kutoa maoni, kujieleleza, kutafuta, kupokea na kusambaza taarifa na mawazo kupitia vyombo vya habari bila kujali mipaka ya kitaifa," anasema Bi. Gertrude.

Mwalimu mmoja wa shule ya msingi Uhuru Mchanganyiko ambaye hakupenda jina lake lichapishwe gazetini, amesema ameshtushwa na uamuzi wa Serikali hasa kwa kuzingatia kuwa asasi hiyo imekuwa chachu ya maendeleo ya elimu nchini. "Kwa mtazamo wangu, HakiElimu imekuwa ikifanya kazi yake vizuri na kelele za shirika hilo limetusaidia sisi walimu tunaofundisha watoto wenye ulemavu kuweza kupata vifaa hata kama vinatolewa na wafadhili binafsi," anasema.

Mkazi wa Kawe, Bw. Seth Hillya, anasema kufungiwa kwa HakiElimu ni chuki binafsi zisizo na maslahi kwa mustakabari wa elimu ya nchi hii. "Kama Rais ajae anataka kuendeleza mema atakayoyakuta, hili la kuizuia HakiElimu kufanya kazi zake si jema. Airuhusu ifanye kazi zake kama kawaida," anasema Bw. Hillya.

Anasema uamuzi wa Serikali hauna madhara kwa taasisi hiyo tu, bali pia hata kwa vyombo vya habari hapa nchini. Anasema utafika wakati waandishi wa habari wataenda kutafuta habari zinazohusiana na elimu maeneo ya vijijini, lakini watakataliwa kwa hisia kuwa wametumwa na HakiElimu. "Jambo hili nyinyi waandishi wa habari lazima mlipigie kelele, hapa watakaoathirika si HakiElimu tu, bali hata ninyi hasa kwa kuzingatia kuwa mmekuwa mkifanya kazi kwa karibu na asasi hiyo, anasema Bw. Hillya.

Anasema pamoja na Rais Mkapa kuunga mkono hatua ya Waziri wake, lakini afahamu kuwa uamuzi huo unalenga kuvinyima uhuru vyombo vya habari wa kutafuta na kuandika habari zinazohusu elimu.

Mkazi mwingine wa Mtoni kwa Azizi Ali, Bi. Suzan Ernest, anasema amekuwa akifuatilia kwa karibu matangazo ya HakiElimu ambayo huonyeshwa kwenye televisheni na kwamba ni kielelezo cha matatizo yanayoitafuna sekta ya elimu. "Mimi sijaelewa Bw. Mungai ni kwa nini anakuwa mkali kiasi hicho, hii si tabia nzuri kwa viongozi wetu… ni lazima wajenge utamaduni wa kuvumilia hasa pale wanapokosolewa," anasema.

Anasema mafanikio yaliyopatikana katika sekta ya elimu ni sehemu ya matunda ya HakiElimu ambayo imeibua mambo mengi yaliyochangia kushuka kwa kiwango cha elimu.

Mmoja wa marafiki wa elimu mkoani Dar es Salaam, Bw. John Andrew, anasema pamoja na shirika la HakiElimu kupigwa marufuku na Serikali kufanya kazi zake kwa madai ya kupotosha mafanikio yaliyopatikana katika sekta ya elimu, ukweli utaendelea kubaki pale pale kuwa sekta hiyo bado inakabiliwa na mizengwe mingi.

Anatoa mfano kwa kusema kuwa katika baadhi ya shule wanafunzi wanaombwa rushwa ili waweze kufaulishwa mitihani, lakini mambo yote hayo Serikali haitaki kuyakubali. "Serikali haiwezi kusema HakiElimu niwapotoshaji wakati yale

yanayoibuliwa ndiyo ukweli unaopaswa kuongelewa," anasema Bw. Andrew. Mbali na rushwa, anasema HakiElimu imeweza kufuatilia kwa karibu malalamiko ambayo yamekuwa yakitolewa kuhusiana na matumizi mabaya ya fedha za MMEM na kuanika mambo mengi hadharani.

"Ilifikia hatua wajumbe wa kamati za shule wakawa wanagoma kuhudhuria semina za kuwajengea uwezo wa kiuongozi wakishinikiza waongezewe posho kwa sababu walifahamu kuna fungu la mpango wa MMEM," anasema Bw. Andrew na kuongeza kuwa yote hayo yameibuliwa na HakiElimu. Anasema ilifikia hatua baadhi ya wajumbe wa kamati za shule wakawa wanapendekeza maduka ambayo vifaa vya ujenzi wa madarasa vitakapokuwa vikinunuliwa, wakati yapo maduka yanayouza vifaa hivyo kwa bei ya chini.

Bw. Andrew anasema mazingira ya aina hiyo yaliashiria kuwepo vitendo vya rushwa. "Sasa kama HakiElimu inasema kuna matumizi mabaya ya fedha za MMEM kosa lao nini?" Anahoji Bw. Andrew. Anasema uamuzi wa Serikali unakinzana na haki na uhuru wa kujieleza kwani HakiElimu imekuwa ikifanya kazi zake vizuri katika kuchangia utekelezaji wa MMEM.

Mmoja wa wanafunzi wasioona katika shule ya msingi Uhuru Mchanganyiko anasema licha ya kuwa elimu bora ni haki ya kila mtoto bila kujali tofauti za maumbile, lakini MMEM imewatelekeza wasioona. Mwanafunzi huyo wa darasa la saba anasema ameshtushwa na uamuzi wa Serikali kuizuia HakiElimu kufanya kazi yake wakati shirika hilo limekuwa likitetea wenye ulemavu.

Anatolea mfano akisema shule yao inakabiliwa na uhaba wa mashine na karatasi maalum kwa ajili ya kuchapia maandishi ya wasioona na badala yake wamekuwa wakiwaomba wanafunzi wanaoona wawasomee. Anasema kufungiwa kwa Shirika hilo kutaathiri harakati za kuhakikisha watoto wenye ulemavu wanapata elimu bora kama zilivyokuwa zikipiganiwa na HakiElimu.

Mungai 'unfair' to HakiElimu

Telesphor Magobe, Daily Times, 18/10/05

Sunday evening I was reflecting on the wrestle between the Ministry of Education and Culture and HakiElimu, and what came into my mind was a Biblical story of Sodom and how Abraham interceded for the city before Yahweh. So, he asked, "Will you really destroy the upright with the guilty?..."

In the story, Abraham believed the upright and the guilty did not fare alike and that was why he found reasons to plead for them, suggesting that it was not fair to punish them together with the guilty ones. So, he started asking whether Yahweh was going to destroy them if they were only fifty upright people in the city. Yahweh replied that he would not do it for the sake of a few upright people found there.

Then, Abraham imagined what would happen if they were less than fifty, supposing that he could be mistaken and perhaps the number was less than the one he mentioned. Even with that Yahweh replied he would certainly not punish the city for the sake of a few innocent people… and so until he reached ten. He said "I shall not destroy it," he replied, "for the sake of the ten". (Genesis 18:16-32)

Obviously, different people have expressed their considered opinions on what they thought was supposed to be done either by the Ministry of Education or HakiElimu in the contention at hand. Nevertheless, the majority of opinions, so far expressed show that the Minister for Education and Culture, Mr Joseph Mungai, has unfairly banned HakiElimu, for what is considered by many people as misinterpretation of HakiElimu's findings and adverts.

In fact, considering everything HakiElimu does concerning education in Tanzania, one sees that HakiElimu is more pro-quality education than what Mr. Mungai judges as "disparaging the image of our education system and teaching profession" and "repeatedly failed to conform to directives" even after President Benjamin Mkapa had supported his decision.

At least, I do not have this impression, as Mr. Mungai thinks the public is being fed by false findings through "creative essays" and later on label them as research. On the other hand, Mr. Mungai is free to form his opinion on what he thinks could jeopardize his position. But to think that HakiElimu is "disparaging the image of our education system and teaching profession" is over statement.

To my understanding, even what President Mkapa said, he did neither mean to close the debate on the issue nor to punish HakiElimu. He only credited

Mr. Mungai for taking such a bold decision to ban HakiElimu from taking part in education programmes in the country, as he, unfortunately, understood that HakiElimu was becoming a nuisance for tainting the Ministry of Education and Culture's learning processes.

But I do not think that after President Mkapa had said this, then everybody had to say, Amen, since doing so would in itself not only contradict his motto of the 'era of truth and transparency' but also go against democratic and good governance principles the government is promoting. Thus, doing so would be advocating a repressive regime and a less civilised society and also would be more retrogressing than progressing.

Constructive criticisms have shown positive achievements in the way science and philosophy have developed. It is through constructive criticisms (which offer viable alternatives) that have made these two disciplines relevant and credible to humankind today. For instance, when one scientist discovers something and formulates a theory about it; another one advances it or formulates a different theory and the law governing it.

Philosophy has evolved in a similar manner. Philosophers write with the knowledge of what their predecessors have thought before. Their own work is at once a criticism of earlier thought and a creative contribution to the growing edge of knowledge.

A Nigerian academician and PhD student in Social Ethics and Economics, Mr. Franklyne Ogbunwezeh, in his article Africa: *The Ontology of Failed States says,* "What we want to forget, we bury… Man naturally hastens to forget failure and its bitter pills. But he glories in success… He is primed that way by default. Only a perverse appreciation of existence, celebrates failure amidst pomp and pageantry. That is what we see, at least on superficial level. But underneath our pretences lies an insurmountable paradox; namely: that success is predicated always on deeper appreciation of failed attempts, and its festival of lessons."

He further says that acknowledging failure "shocks the mind back to a rethink of its shallow assumptions, in a way that success cannot. The failure of one construct can have such concentrict effect for all other endeavours in its environment, as to forcefully warrant its imprisonment of our attention. In this situation, failure then rises to be appraised in order to serve as a critique of the present, and a launching pad for future success."

These few words of Mr. Ogbunwezeh can shed light on the contention between the Ministry of Education and HakiElimu. To acknowledge where we have failed and make efforts to redress the situation is a catalyst to success. It is only in this

way that we can advance in knowledge and development and realize our dreams. Mr. Ogbunwezeh says if we appreciate our failures and explore the lessons we have learnt from them then we will be heading to success or progress. But hiding behind our masks for fear of looking at what affects us leads to more failure and backwardness.

Like Abraham in the Biblical story above, many human rights activists and those who acknowledge HakiElimu's contribution have aired their views against Mr. Mungai's action, asserting that HakiElimu did more to further the quality of education than what the government thinks is to underrate its positive efforts in education.

The University of Dar es Salaam Academic Staff Assembly (UDASA) also expresses disappointment and " is deeply disturbed by the recent Circular by the Ministry of Education and Culture (Circular No. 5 of 2005 of 8th Sept 2005) … it clearly demonstrates that the culture of intolerance towards different views/ opinion is very deeply rooted in this country." UDASA says, "The culture of tolerance, criticism and self-criticism is one which is expected to be held by a Ministry handling educational and cultural affairs." (UDASA'S position on Mungai and HakiElimu, Business Times, October 21, 2005, Issues No. 893, page 5)

The Ministry of Education and Culture could have considered all these public opions from different stakeholders before banning HakiElimu's involvement in education activities and adverts in the Media. Certainly, their positive contribution outweighs what is considered "disparaging the image of our education system and teaching profession."

On the contrary, it is encouraging critical thinking, creativity and a sense of responsibility. This is a challenge to the Ministry of Education and Culture to be more tolerant to constructive criticisms that can further Tanzania's education. It will be a pity to create an atmosphere of fear, hypocrisy or flattery and form a nation of cowards with no backbones to assert themselves.

HakiElimu wamempotosha nani mpaka sasa?
Hamisi Kibari, Nipashe, 30/10/05

Siku niliposikia kwamba serikali imelipiga marufuku shirika lisilo la kiserikali la HakiElimu, nilijawa na maswali mengi sana kichwani. Labda hii ilitokana na makala ya mwandishi mmoja ambaye alikuwa amegusia juu ya utendaji wa serikali na kutolea mfano namna shirika hilo (sijui mnaita asasi?) lilivyokuwa likiwakera mabosi wa Wizara ya Elimu kwa kuonekana kama linachokonoa chokonoa mambo hayo.

Pamoja na kwamba sikusoma magazeti yote yaliyoandika habari ya kupigwa marufiku kwa HakiElimu kujihusisha na utafiti ama kuchapisha habari za elimu nchini, lakini yale niliyobahatika kusoma yalieleza tu kwa kifupi kwamba sababu ya marufuku hiyo ni HakiElimu kupotosha umma.

Maswali yaliyokuwa yakigongana kichwani mwangu bila kupata majibu ni haya; Hivi hili Shirika linapotoshaje umma? Je, ni katika utendaji wao wa kila siku ndipo wanapotosha umma? Je, matangazo yao yanayoishia na neno 'tafakari' ndiyo yanayobeba ujumbe wa kupoteza umma? Lazima nikiri kwamba mimi binafsi nilikuwa sijui vyema shughuli za HakiElimu zaidi ya matangazo machache niliyokuwa ninayasikia redioni na kwenye vituo vya televisheni.

Wakati bado nikijiuliza maswali mengi, na pengine bila kubahatika kusoma utetezi wa HakiElimu kwa vile ilisemekana kwamba wangetoa tamko kuhusiana na marufuku ya serikali lakini mimi sijabahatika kuona tamko lao, ndipo nikasikia Rais Benjamin Mkapa naye akapigilia msumari kwenye tamko la wizara.

Pamoja na kwamba matamshi ya rais pia hayakufafanua sana huo upotoshaji wenyewe ni upi, lakini kiasi nilijiridhisha kwamba, kama mkuu wa nchi naye katoa tamko, basi kutakuwa na tatizo kubwa ama la muda mrefu kuhusiana na matendo ya upotoshaji yanayofanywa na HakiElimu.

Lakini Jumapili iliyopita, vyombo vya habari vilinifumbua macho, na ndipo nikagundua upotoshaji wenyewe wa umma unaodaiwa kufanywa na HakiElimu ni upi. Habari zilimkariri Waziri wa Elimu na Utamaduni, Joseph Mungai, akipiga marufuku kuendelea kwa matangazo ya HakiElimu kwenye vyombo vya habari (japo mimi nimeyaona hata jana!). Marufuku hiyo kwa mujibu wa vyombo vya habari ilitolewa na bosi huyo wa elimu nchini kule mkoani Tanga wakati akifunga Baraza la Wafanyakazi wa wizara yake.

Mungai alikaririwa akisema: "Wanaigiza matukio ya uongo na kuyalipia mamilioni ya fedha ili yatangazwe kila siku kwenye vyombo vya habari… Kisha wanaomba wananchi wayatafakari." Kwa mujibu wa Bw. Mungai, ujumbe wa HakiElimu

unaopatikana kwenye maigizo yao ni wa uongo kwa sababu katika hali halisi (tuseme mashuleni) hakuna kitu kama hicho.

Waziri Mungai alikaririwa akisema kuwa shirika hilo limekuwa likiwaudhi walimu, maofisa elimu pamoja na shule kutokana na kuigiza matukio ya uongo. Akitoa mfano wa tangazo linalohusu manunuzi ya vifaa vya shule, Waziri Mungai alikaririwa akisema: "Hawa watu wa HakiElimu wametudhalilisha sana. Eti mwenyekiti wa kamati ya shule anaposhangaa alipoelezwa bei mbili za vifaa vya shule, mwenye duka (Bw. Mangungu) anamuuliza 'unaishi dunia ya wapi?'…. Uigizaji wa aina hiyo, ukilipiwa utangazwe kila siku na HakiElimu, wanaosikia na kuona wataamini kwamba wanachosema waigizaji ndio kweli."

Binafsi, mimi ninafikiri kwamba huenda Waziri Mungai, ni sawa na yule mwenyekiti wa kamati ya shule, kwani ninatamani kumuuliza yeye anaishi nchi gani kama hajui kwamba yale wanayoigiza HakiElimu, karibu yote yanatokea! Japo ni kweli kabisa kwamba si kila mtendaji serikalini, ana tabia ya kuweka 'cha juu' kila anaponunua vitu vya umma, lakini naweza kuapa hak-ya-Mungu hiyo ndio hali halisi kwa walio wengi (hata kama ni wachache kwa vile sijafanya utafiti).

Waziri Mungai anasisitiza kwamba kwa vile manunuzi ya vifaa vya shule yananunuliwa kwa Sheria namba 3 ya mwaka 2001, mambo kama yale yanayoigizwa dukani kwa Bw. Mangungu hayatokei abadani. Lakini la kujiuliza, hivi yeye amefanya utafiti gani na kugundua kwamba hayo hayatokei pamoja na kuwepo na sheria hiyo? Je, sheria hiyo inawezaje kuwabana watu ambao wana nafasi ya kuweka 'cha juu' kwa vile wao ndio wasemaji au wanunuzi wa mwisho katika shule? Nani alishafikishwa mahakamani kwa kukiuka sheria hiyo? Ninasema hivyo kwa sababu, mpaka Wizara ikatunga sheria inamaana kuwa kulikuwa na uwezekano wa kukiuka taratibu.

Ninaamini kwamba leo hii ukiitisha kura ya maoni kuhusu watu wanaoamini ama kuona kuwepo kwa vitendo hivyo vya mabosi wa serikali kuweka 'cha juu' kila wanapokwenda kununua vitu vya umma (mashuleni, mahospitalini ama wapi), utagundua kwamba tatizo hilo lipo na ni kubwa tu.

Kumbukumbu zangu zinaonyesha kuwa shule moja ya msingi ya Mabatini iliyoko Tandika, Wilaya ya Temeke, wakati fulani wanafunzi walifikia kuandamana kumpinga Mwalimu Mkuu kutokana na kuchangisha fedha kwa wanafunzi lakini kinachonunuliwa hakionekani.

Mimi ni mmoja wa waandishi waliofuatwa na wajumbe wa kamati ya shule hiyo ambao waligundua ubadhirifu mkubwa walipokagua mahesabu, na kugundua kwamba mwalimu huyo akishirikiana na watu fulani katika kamati hiyo kununua vitu vingi hewa ama vyenye 'cha juu'. Baadaye, mwalimu huyo nasikia alihamishwa

shule nyingine na kuteremshwa cheo. Waziri Mungai akienda shuleni hapo anaweza kupata habari hizi na kisha akishajua tarehe, basi adurusu magazeti, likiwemo Alasiri ambalo liliandika habari hizo.

Tuchukulie kwamba hilo tangazo la Bw. Mangungu, linaweza kuwa la uongo, lakini je mengine? Ndio maana ninahisi huenda watoto wa Waziri Mungai, kama walivyo watoto wa vigogo wengine, wanasoma nje ya nchi kwa hiyo hajui kinachoendelea mashuleni.

HakiElimu wanalo tangazo moja linaloonyesha mwalimu mkali sana darasani (Jengua) kiasi kwamba anapoingia watoto huogopa na kuchanganyikiwa. Kutokana na tabia ya ukali na kupenda kuchapa aliyonayo mwalimu huyo, watoto wakimuona hushindwa kujifuza sawasawa, kiasi kwamba yeye mwalimu amejenga dhana kwamba watoto wa darasa hilo ndio mbumbumbu.

Lakini mwalimu huyo anakuja kugundua kwamba wanafunzi hao si mbumbumbu kwani kwa mwalimu mwingine anayefundisha kwa kanuni na kuwashirikisha wanafunzi hakuna tatizo. Kumbe ni wachangamfu, wanauliza maswali na kupendekeza namna nzuri ya kujifunza.

Mimi binafsi katika shule za msingi na sekondari nilizowahi kusoma, nilikutana na aina hizo mbili za walimu. Ninaamini kwamba kama tangazo lingekuwepo wakati ule, wale walimu waliokuwa wakitumia vitisho na ukali wakidhani ni njia nzuri ya kufundisha wangejifunza kitu fulani.

Je, kwa tangazo kama hili, Waziri Mungai anataka kusema pia kwamba ni lakupotosha umma? Je, ni kweli hakuna walimu wa aina hii? Na je, hakuna walimu ambao wamejirekebisha kutokana na tangazo hilo? Lipo tangazo jingine ambalo linaonyesha tabia ya viongozi wengi (si kwenye elimu tu bali kila mahali) ambao hupenda kusema yale wasioyatenda.

Kuna bosi mmoja anazungumzia umuhimu wa kuwashirikisha watoto wa kike katika mikakati mbalimbali lakini pale pale kwenye mkutano wake anakuja binti wa shule ambaye kapata ujauzito, kisha anakasirika na kuamuru afukuzwe. Mkutano unakuja juu kumshangaa kufanya kinyume na yale anayoyahubiri.

Je, hili nalo ni tangazo la kupotosha umma? Kweli Bw. Mungai ama Rais Mkapa hawajawahi kuona viongozi wa aina hii? Ninakubaliana na Waziri Mungai kwamba HakiElimu walipotoka, kama ni kweli walitangaza shindano la insha, kisha wakatumia insha hizo kama utafiti uliogundua kwamba eti rushwa ya ngono imekithiri mashuleni. Hakuna ubishi kwamba (kama hivyo ndivyo) utafiti wao haukuwa wa kisayansi na kwa kutangaza hadharani walikuwa wanapotosha umma.

Lakini kwa kosa hilo ambalo bila shaka lilikanushwa na wahusika, yaani Wizara na kutolewa ufafanuzi, lilihitaji adhabu hii kali ya kufungiwa? Nina mashaka Rais Mkapa anaweza kuwa kapelekewa taarifa zisizosahihi sana kuhusu HakiElimu au hajazifanyia kazi sana. Na kwa Rais Mkapa ambaye anapenda rekodi ya utendaji wake isivurugwe anapopelekewa habari ambazo zimepikwa sitegemei aseme vinginevyo. Kama sivyo basi kuna mengine mabaya yaliyofanywa na HakiElimu, lakini Waziri Mungai hajayasema.

Kama hayapo, basi mimi nilikuwa ninadhani kuwa shirika hilo limepotoka kwenye utafiti ambapo lilihitaji karipio tu. Na kama lingerudia mara tatu kosa lile basi hatua kama za sasa ndipo zingechukuliwa. Kwa sasa wangelisamehe shirika hilo na kuacha liendelee kueleza hali halisi ambayo sisi wengine tuliovaa miwani tofauti na ya Waziri Mungai tunayaona.

Kadhalika, kulifungia shirika hilo ni kunyima uhuru wa kujieleza kinyume na kifungu cha 18 cha Katiba ya Tanzania kinachotoa haki ya kujieleza, kutafuta habari na kuzisambaza. Licha ya hivyo, HakiElimu imesajiliwa katika sheria ambayo inaliruhusu kufanya utafiti na kueleza matokeo, kuchambua mambo na kuhamasisha mijadala katika jamii.

Ikumbukwe pia kwamba HakiElimu inachangia katika tatizo la ajira na kupambana na umasikini kwani inatoa ajira na matangazo yake yanasaidia mkate wa kila siku kwa wanaofanya kazi kwenye vyombo vya habari.

Iko wapi sauti ya Wanahabari dhidi ya Mungai na HakiElimu?

Arodia Peter, Tazama Tanzania, 8/11/05

WAKATI Waziri wa Mambo ya Ndani ya nchi, Ramadhani Omary Mapuri alipounga mkono kitendo cha askari Magereza wakishirikiana na wafungwa kuwapiga raia na waandishi wa habari waliokwenda kuandika habari za askari hao kuwahamisha raia katika makazi yao kwa nguvu. Sauti ya pamoja ya wadau wa habari dhidi ya Waziri huyo na Kamishina wa Magereza, Nicas Banzi zilichukuwa mkondo wake mara moja.

Wadau wakiongozwa na chama cha wamiliki wa vyombo vya habari nchini kwa kimombo Media Ownership Association of Tanzania (MOAT) kwa pamoja walimjia juu Waziri Mapuri kwa kumtaka aombe radhi kwa hatua yake ya kuunga mkono na kushabikia ukiukwaji huo wa haki za binadamu.

MOAT kwa kuungwa mkono na wadau wa habari nchini walikubaliana kwa pamoja kwamba ili kumuonyesha Waziri Mapuri kwamba hatua ya kushabikia uteswaji wa raia si jambo zuri, waliamua kususia kuandika habari zozote zinazotolewa na Waziri huyo, ziwe za Chama Cha Mapinduzi (CCM) ambako yeye ni katibu mwenezi wake ama zile zinazohusu Wizara ya Mambo ya Ndani. Sambamba na Mapuri mwingine aliyekumbwa na adhabu hiyo ya wanahabari ni Kamishna Banzi.

Sasa basi ili nisiwachoshe wasomaji wa safu hii naomba kwanza tujiulize swali hili; je kwa nini mshikamano na adhabu walizopewa Mapuri na mwenzake Banzi zisimshukie pia Waziri wa Elimu na Utamaduni, Joseph Mungai?

Ndio, adhabu hii pia inastahili kumshukia Mungai kwa sababu kitendo alichokifanya cha kupiga marufuku shughuli za HakiElimu kinastahili kulaaniwa na wapenda maendeleo wote nchini kwasababu kwa hatua ya Waziri huyo hataki eneo lake la kazi likosolewe au kushauriwa vinginevyo hata kama limekosea.

Katika makala hii napenda nimwambie Waziri Mungai kwamba mchakato mzima wa MMEM una mapungufu makubwa yanayohitaji kurekebishwa au kusahihishwa mapema, kwa hiyo kazi iliyofanywa na HakiElimu ni nzuri na takatifu iliyopaswa kupongezwa na kuenziwa na Wizara ya Elimu, kwani ingesaidia Wizara hiyo kurekebisha makosa ya kiufundi ili mradi mzima wa MMEM upate mafanikio yaliyotarajiwa.

Binafsi nimewahi kufanya utafiti wa namna gani mpango wa MMEM unavyotekelezwa katika baadhi ya shule za msingi Wilayani Temeke, utafiti huo ulifanywa kwa ufadhili wa Club za Waandishi wa Habari wa Jiji la Dar es Salaam (DCP). Kwa ujumla utafiti huo ulionyesha mapungufu makubwa ambapo shule

nyingi hazikuwa na vitendea kazi na dhana za kufundishia kama vile upungufu wa madawati, vitabu, walimu, hasa wale wenye ujuzi wa kutosha kwa ajili ya kutoa elimu bora na sio bora elimu.

Kwa yale madarasa maalum ya watoto wenye umri zaidi ya miaka saba hali ilikuwa mbaya zaidi kwani hata mazingira wanayosomea yanatia mashaka makubwa kama Serikali yetu ilidhamiria suala hilo. Walimu wanaofundisha katika madarasa ya MEMKWA wamekuwa hawana uhakika wa lini watapatiwa mishahara yao, kwani wakati mwingine hukaa hadi kipindi cha miezi sita bila kujua lini watapatiwa mishahara yao na Serikali. Ikumbukwe kwamba wengi wao ni walimu wastaafu ambao wengine ni wazee hivyo wanahitaji mazingira mazuri ili waweze kutekeleza kazi zao kwa ufasaha zaidi.

Kwa mapungufu kama haya Mungai na Wizara yake anataka azijue taarifa kama hizi kupitia kwa nani kama si taasisi za Watanzania kama ilivyo HakiElimu na vyombo vya habari? Hapana! Suala la Elimu ni letu sote lazima tuseme na tukosoe hata kama atakasirika. Mungai ajue kwamba pesa za MMEM ni zetu sote, kwa sababu Benki ya Dunia iliwakopesha Watanzania na sio Mungai na familia yake tu! Hili nitalijadili baadaye.

Katika hali ya kushtusha na kushangaza, Mungai bila aibu wala soni amepiga marufuku matangazo yanayotolewa na taasisi ya kiraia ya HakiElimu katika vituo vya Radio na Television kwa madai kwamba eti taasisi hiyo inasema na kutangaza uongo dhidi ya juhudi za Serikali za kuboresha mazingira ya elimu nchini. Sababu nyingine iliyotolewa na Mungai ni kwamba matangazo hayo yanalenga kuwadhalisha walimu na wanafunzi nchini kote.

Ni vizuri tukaeleweshana wazi kwamba, hakuna sifa kwa mtaalamu yeyote yule duniani ambaye hufanya kazi ya kitaalamu hasa yenye kuhusisha watu wengi, kwenye idara nyingi kama Wizara ya Elimu, halafu mtaalamu huyo akaitathmini mwenyewe kazi hiyo, akapata jibu sahihi, akajiridhisha na kujipongeza kwa wakati mmoja. Huyo ndiye Mungai.

Lakini kwa wanaojua sifa ya kuitwa mtaalamu, ikitokea namna hii basi kazi hiyo ina walakini sambamba na mtaalamu wake. Ni vizuri Mungai akaelewa kwamba HakiElimu licha ya kuwa taasisi inayojitegemea, ilikuwa pia kioo kizuri cha Wizara yake katika kujipima na kupima watendaji wake katika mpango mzima wa Mpango wa Maendeleo ya Elimu ya Msingi nchini (MMEM).

HakiElimu ilianzishwa na Watanzania kwa mujibu wa Katiba na Sheria za Nchi kwa ajili ya maslahi ya Watanzania wenyewe hivyo kitendo cha kuitaka taasisi hiyo isifanye kazi ni sawa na kukiuka ibara ya 20 ya Katiba ya Jamuhuri ya Muungano wa Tanzania, toleo la mwaka 2000, inayobainisha haki ya raia kuunda vikundi vya kiraia kama ilivyo HakiElimu.

Zaidi ya hiyo kazi takatifu ambayo inafanywa na taasisi hiyo ambayo Mungai alipaswa kuipongeza na kuienzi ni kwa kuonyesha mapungufu yanayojitokeza katika mchakato mzima wa MMEM ambao utazalisha matunda yake ya awali ifikapo mwaka 2008, miaka mitatu kuanzia sasa. Hukumu ya Mungai iko karibu.

Mungai na Maofisa wenzake wa Serikali wamekuwa hawataki kuweka wazi na kuwaambia ukweli. Watanzania kuhusu mpango mzima wa MMEM kwamba ni mkopo kutoka Benki ya Dunia ambao Watanzania tutaulipa baada ya miaka 20 ijayo. Kwa hali hiyo basi taasisi na watu binafsi ambao wote ni Watanzania tuna haki ya kufuatilia kwa makini utekelezaji mzima wa MMEM na kutoa mapungufu yanayojitokeza kwani kufanya hivyo tutakuwa tunaokoa fedha zetu tunazodaiwa na Benki ya Dunia.

Kama Mungai hataki tufuatilie deni letu hilo ambalo ni jasho letu kwa maendeleo ya elimu nchini, basi autangazie umma kwamba tuache kufuatilia deni hilo na kwa maana kwamba atalilipa mwenyewe na familia yake, na atuthibitishie! Lakini tofauti na hilo tutaendelea kuhoji na kumuuliza maswali.

Kwa jeuri ya viongozi wenye udikteta wa kutopenda kuhojiwa, kuulizwa, kukosolewa na kupokea changamoto kama Mungai, sisi wanahabari kama sehemu ya jamii ya Watanzania ambao pia tunaathiriwa na maamuzi ya Viongozi kama Mungai basi hatuna budi kushikamana na kutoa adhabu kwa watu hawa ikiwemo kutumia silaha yetu kuu ya kalamu ili waache kuwachezea Watanzania.

Ndio maana nasema kosa la Mungai halina tofauti na la Mapuri asusiwe!

Mungai, huu ndio ukweli

Njonjo Mfaume, Mtanzania, 27/11/05

Uvumilivu wa fikra kinzani, viongozi kutetea msimamo wao wa kwa kujenga hoja na kuepuka matumizi mabaya ya madaraka ni baadhi ya misingi ya maendeleo katika jamii huru kokote duniani. Msingi huu hujengwa kwa utaratibu na jamii husika kupitia mifumo ya elimu, jamii na siasa.

Mara nyingi huwawia vigumu viongozi wa jamii iliyotokea katika mfumo wa ukiritimba ulionyima watu haki yakutoa maoni yao na hasa mfumo wenyewe ukawa wa kijamii na chama kimoja, kusahau ukiritimba wa fikra na mawazo kuwa wao pekee ndiyo wenye mawazo sahihi.

Kutokana na hali hiyo viongozi wa namna hiyo hujikuta wakitoa maamuzi ya ukandamizaji na ubabe ambao yanatokana na kushindwa kuvumilia ukosoaji wa wadau mbalimbali wa sekta husika, lakini hutoa visingizio vya kisheria kuhalalisha maamuzi yao.

Mara nyingi ukweli huuma. Kiongozi anapoambiwa ukweli na akawa hana hoja za msingi za kuupinga, na bahati mbaya kiongozi akawa anataka sifa kwa nguvu ili uongozi wake wakitengo hicho uonekani ni mzuri, basi hufanya lolote kunyamazisha watu.

Hivi karibuni, Waziri wa Elimu na Utamaduni, Joseph Mungai alitoa waraka wa kutetea uamuzi wake wakusimamisha matangazo ya taasisi inayojihusisha na mambo ya elimu ya HakiElimu, kwa madai kuwa taasisi hiyo inapotosha umma kuhusu elimu inayotolewa katika Tanzania.

Waziri katika taarifa yake alijaribu kuonyesha ya kuwa hatua aliuyoichukua ni halali kisheria, hasa kipengele katika Ibara ya 18 ya katiba ya Jamhuri ya Muungano wa Tanzania, ambayo alisema inampa yeye madaraka ya kuchukua hatua aliyoichukua dhidi ya HakiElimu.

Ibara hiyo inasema na hapa nanukuu kutoka katika nukuu ya taarifa hiyo, "bila kuathiri sheria za nchi, kila mtu yuko huru kuwa na maoni yoyote na kutoa nje mawazo yake na kutafuta kupokea na kutoa habari zozote kupitia chombo chochote."

Waziri katika taarifa hiyo ameendelea kujenga hoja kuwa maneno "Bila kuathiri sheria za nchi" ndiyo yanayompa yeye haki ya kuchukua hatua dhidi ya HakiElimu, kwani kwa maoni yake, shughuli za taasisi hiyo hasa matangazo inayoyatoa, zimekuwa zikipotosha watanzania na kudhalilisha walimu, maofisaelimu na sekta ya elimu.

Hali kadhalika Waziri Mungai amesema yakuwa kipengele (b) cha sheria hiyo kinachotoa haki kwa wananchi yakupewa taarifa wakati wote kuhusu matukio mbalimbali duniani kote ambayo ni muhimu kwa maisha na shughuli za wananchi na masuala muhimu ya kijamii, si pamoja na haki ya kile anachodai kudhalilisha walimu.

Wapenda maendeleo wote na wanoitakia mema nchi yao, walieeleza kusikitishwa kwao na hatua ya Waziri Mungai. Haikutegemewa katika miaka hii ambako Watanzania wameanza kufurahia uhuru na haki zao za kiraia, kutokea mtu tena kuupokonya uhuru huo kwa visingizio visivyo na msingi. Kanuni moja wapo muhimu za kidemokrasia ni watu kuwa huru kueleza hisia na mawazo yao. Mtu anapoeleza mawazo yake na maoni yake, na bila kujali kama yupo sahihi au hayupo sahihi bado anastahili kupewa nafasi na kuachiwa atumie uhuru huo.

Kwa hali hiyo basi, Mungai alipaswa kujua yeye kama Waziri anawajibu wakushimu haki za wengine za kutoa maoni yao. Katika kipindi hiki cha uchaguzi tumeona viongozi wengi wakitoa matamshi ya ajabu lakini hakuna aliyewapiga marufuku wasiendelee kuzungumza.

Hiyo ni kwa sababu ni haki yao ya msingi kueleza hisia na maoni yao. Kwa upande mwingine Waziri Mungai alipaswa kujua kuwa uhuru wakutoa maoni upo ili kuruhusu kuwepo na soko la fikra zitakazoshindanishwa ili kupata fikra bora zitakazotumiwa katika kuendeleza taifa letu.

Kuwabana watu wasikosoe sekta ya elimu hata kama watu wanavurunda haijengi picha nzuri katika jitihada za ujenzi wa mazingira ya kidemokrasia katika nchi yetu. Upo wasiwasi kuwa labda ni ukweli unaouma ulioelezwa na HakiElimu ndio unaowachoma viongozi na kutumia mabavu katika kuhakikisha mawazo ya wengine hayasikiki.

Inashangaza kuwa matangazo ya HakiElimu yalikuwapo muda mrefu bila kufutwa, leo hii, yaambiwe yamekiuka sheria ya elimu. Kama kweli matangazo yalikiuka sheria ya elimu ilikuwa yazuiwe mara tu baada ya kuanza kutangazwa. Sijui kama Waziri anaweza kutuambia kwa nini alichukua muda mrefu kiasi hicho kuamua kuyafuta.

Pia, kama wanavyodai kuwa uhuru wa kutoa maoni uliotolewa na katiba haupaswi kutumiwa katika namna ambayo itakwenda kinyume na sheria nyingine, ikiwamo ile ya elimu, Waziri alipaswa kutufafanulia ni sheria gani hizo za elimu zilizokiukwa na matangazo ya HakiEllimu. Maoni Waziri kuhusu nini utafiti na nini sio utafiti ni maoni yake binafsi. Kuna njia nyingi za kufanya utafiti na yeye Waziri hana mamlaka ya kuamua upi ni utafiti halasi na usio halali, labda kama akituambia kuwa yeye ni Waziri wa kusimamia utafiti.

Tatizo la Waziri Mungai ni kuwa yeye binafsi amekuwa anayachukuia matangazo ya HakiElimu na inaelekea juhudi zake za kuyapinga kwa nguvu ya hoja ziliposhindikana, aliamua kutafuta hoja za nguvu za kuhalalisha kutumia madaraka yake kuyafuta.

Inasemwa hivyo kwa sababu katika kufuatilia vyombo vya habari haijawahi kusikika walimu, maofisa elimu, au wadau wengine wa elimu kuyalalamikia. Ni wao ndio Waziri amedai kuchukua uamuzi huo kuwasaidia. Nadhani Waziri angejiuliza kwa nini wenyewe hawalalamiki?

Ni wazi kuwa karibu madhambi yote yaliyokuwa yakionyeshwa katika matangazo hayo kwa lengo la kuyakosoa ni mambo ambayo yamekuwa yanatokea kweli na ndiyo maana walimu hawaoni haja ya kuyalalamikia. Waziri alipaswa kujiuliza kwanini Naibu katibu mkuu wa chama cha walimu Tanzania (CWT) naye amepinga katika uwamuzi wake wakupiga marufuku matangazo hayo.

Ingawa Waziri amesema katika waraka wake kuwa anategemea CWT watasaidiana naye kutetea haki na maslahi ya walimu, kiongozi huyo aligundua kuwa hadhi za walimu na maslahi yao haviwezi kutetewa kwa kuficha dhambi na maovu yao.

Kama kweli Mungai anawaonea huruma walimu basi yapo mambo ambayo angeweza kuyafanya kuwasaidia walimu. Kwa mfano angeweza kuwaongezea mishahara au kuwatatuliwa matatizo yao mengi yanayokwamisha ufanisi wao. Baadhi ya matatizo hayo, ndiyo yanayosababisha walimu kufanya ufisadi ambao matangazo ya HakiElimu imeyaibua, ambayo Waziri anajaribu kutetea kuwa hayafanyika.

Mwandishi wa makala hii amewahi kufanya kazi katika moja ya halmashauri nchini katika idara ya utawala na kuwa karibu na maofisa elimu na walimu. Matatizo yaliyoibuliwa na HakiElimu katika nafasi hiyo aliyokuwa nayo anaweza kuyaona mwenyewe.

Kwa mfano, maofisa elimu wamekuwa wakiingilia kazi za kamati za shule kuhusiana na utekelezaji wa mpango wa MMEM, hasa katika matumizi ya fedha hizo. Hata baada ya kukemewa kupitia waraka mbalimbali wa Serikali bado wamekuwa wakiingilia kupitia ushawishi walionao kwa walimu wakuu.

Walimu wakuu nao, wamekuwa hawaweki wazi taarifa za maendeleo ya shule, hususani zile za matumizi na mapato ya shule. Matumizi mabaya na yasiyoelezeka ya fedha za serikali ya ujenzi wa madarasa na nyumba za walimu ndio mambo yanayowakimbiza walimu kutoweka mambo hadharani.

Mara nyingi walimu wakuu wanapobanwa na hasa na viongozi wa kisiasi hupata utetezi kutoka kwa maofisa elimu. Baadhi ya maeneo miradi ya madarasa ya miaka

miwili au mitatu nyuma haijamalizika, kwani fedha zililiwa na wahusika kuhamishwa.

Kama mimi ningekuwa Waziri ningewashukuru HakiElimu kwa kunisaidia kuibua matatizo katika mfumo wetu wa elimu na ningeazia hapo kufuatilia na ukubwa wa tatizo, vyazo vya tatizo na jinsi ya kuyatatua. Tafadhali Waziri usikae ofisini, tembelea mikoani na wilaya za mbali na uzungumze na watu wa kawaida.

Ni hao watu wa kawaida ndio watakaokupatia vidokezo ambavyo ukivifuatilia utagundua kwa jinsi gani maofisa elimu wako wanavyokudanganya kwa takwimu za uongo, walivyo wabadhilifu na wanavyotumia madaraka yao vibaya. Pia utagundua jinsi walimu wanovyoaibisha kada ya walimu. Utagundua kuwa yaliyoelezwa na HakiElimu si chochote ukilinganisha na ukubwa halisi wa tatizo.

Waziri Mungai kitendo chako cha kufuta matangazo ya HakiElimu ni kitendo cha uoga cha kukataa kuukabili ukweli, na kujaribu kutengeneza ukweli unaoweza kukufurahisha nafsi yako.

Katiba ipi Mungai ameinukuu vifungu vyake?
Reuben Kagaruki, Majira, 27/11/05

Wiki iliyopita Waziri wa Elimu na Utamaduni, Bw. Joseph Munga, alitoa taarifa katika vyombo vya habari akitetea uamuzi wake wa kupiga marufuku taasisi ya HakiElimu kujihusisha na masuala ya elimu akisema uamuzi huo aikuvunja Ibara ya 18 ya katiba Katika taarifa hiyo ya Novemba 18, 2005, Bw.Mungai alieleza kuwa tangu serikali itangaze kuipiga marufuku HakiElimu kujihusisha na masuala ya elimu kupitia waraka na. 5, wadau mbalimbali wamekuwa wakidai kuwa wamevunja kifungu cha 18 cha katiba ya Jamhuri ya Muungano wa Tanzania ya mwaka 1977.

Miongoni mwa wadau waliomtuhumu, Bw. Mungai kwa kuvunja katiba ni UDASA, TGNP, FEMEACT, Wabia wa elimu SAHRINGON, Jumuiko la Asasi 84 zisizo za kiserikali, TEN/MET na CWT. Mungai katika taarifa hiyo alisema wadau wote hao ni muhimu katika elimu na wameheshimika na kutambuliwa, lakini anapingana nao kwa kumtuhumu kuwa amevunja Ibara ya 18 ya Katiba.

Baada ya wadau hao kwa kumtuhumu kwa kuvunja katiba, Bw. Mungai aliamua kutoa ufafanuzi wa Ibara ya 18 ya katiba ambayo anadaiwa kukiuka. Katika ufafanuzi wake Bw. Mungai alinukuu katiba ya Jamhuri ya Muungano ya mwaka 1977 kifungu cha 18(a) kinachoeleza: "bila kuathiri sheria za nchi kila mtu yuko huru kuwa na maoni yoyote, kutoa nje mawazo yake na kutafuta, kupokea na kutoa habari zozote kupitia chombo chochote. (b) "Kila raia anayo haki ya kupewa taarifa wakati wowote."

Baada ya kusoma taarifa iliyotolewa na Bw. Mungai akinukuu katika kutetea uamuzi wake wakuipiga marufuku taasisi ya HakiElimu, nilijiuliza maswali mengi, lakini moja la msingi nila iweje taasisi zaidi 90 zilimtuhumu, Bw. Mungai kuvunja katiba zikosee kuitafsiri? Hiyo ni moja ya sababu iliyonisukuma kupitia upya kifungu cha 18 cha katiba Bw. Mungai, alikuwa akisimamia kujitetea kuwa hakuvunja katiba kwa kuipiga marufuku taasisi ya HakiElimu kujihusisha na masuala yanayohusu elimu.

Kibaya zaidi kifungu cha 18 cha katiba ambacho Bw. Mungai alinukuu kilishafanyiwa marekebisho zamani, lakini wanashangaa ni kwanini alinukuu kifungu hicho na kwa kutumia katiba ipi. Katika taarifa yake, Bw. Mungai alisema yeye ni Waziri mwenye dhamana ya kusimamia sheria, hivyo nilitegemea kuwa anaifahamu ipasavyo katiba ili asipotoshe umma.

Pamoja na Bw. Mungai kuwa na dhamana hiyo kama yeye alivyosema katika taarifa yake afahamu kuwa Ibara ya 18 ya katiba iliyoinukuu ilifanyiwa marekebisho.

Marekebisho ya 14 ya katiba yaliyopitishwa na Bunge Februari 7, 2005 na kuridhiwa na Rais April 6, 2005 ndiyo yanayokifuta kifungu cha 18 ambacho Bw. Mungai anasema hakukivunja.

Baada ya kufanyiwa marekebisho hayo Ibara ya 18 ya katiba kwa sasa inasomeka:

(a) "Kila mtu anao uhuru wa kuwa na maoni na kueleleza fikra zake".

(b) "Kila mtu anayohaki ya kutafuta, kupokea na kutoa habari bila kujali mipaka ya nchi".

(c) "Kila mtu anayo haki ya kupewa taarifa wakati wowote kuhusu matukio mbalimbali muhimu ya maisha na shughuli za wananchi na pia kuhusu masuala muhimu kwa jamii".

Kulingana na vifungu hivyo, kifungu alichokitaka Waziri hakipo tena katika katiba ya sasa, kwa maana hiyo haki zilizotolewa chini ya Ibara ya 18 ni halisi na kamwe haziwezi kubatilishwa na sheria nyingine yoyote, ikiwemo sheria ya elimu. Kwa maana hiyo nasema wazi kuwa upigwaji marufuku wa HakiElimu ni ukiukwaji wa Ibara ya 18 ya katiba na ni lazima, Bw. Mungai akubali hilo. Kamwe siwezi kumuelewa Bw. Mungai anavyosema analinda sheria za nchi, bila kuathiri sheria za nchi, wakati hata mabadiliko yanayofanyika katika katiba ya nchi hayafahamu.

Kwa mtazamo wa kawaida mtu anaweza kuliona hili ni jambo la kawaida lakini inapofikia hatua. Waziri aliyepewa dhamana na Rais wa kulinda na kutetea katiba ananukuu kipengele ambavyo havipo, binafsi naingiwa shaka.

Binafsi najiuliza maswali mengi, lakini nashindwa kupata majibu. Najiuliza kwa nini Bw. Mungai ananukuu vipengele vya katiba ambavyo havipo wakati anapashwa kutembea nayo mfukoni kama marehemu Baba wa Taifa Mwalimu Julius Nyerere alivyowahi kusema kila anapokwenda hakosi katiba na kitabu cha Azimio la Arusha?

Au ofisini kwa Bw. Mungai kuna Katiba ya zamani aliyoinukuu. Lakini hata kama kuna Katiba ya zamani wakati mabadiliko yanafanyika nayeye alikuwa bungeni naamini alishiriki kutoa mawazo yake, sasa iweje leo hii asifahamu mabadiliko yaliyopo kwenye Katiba?

Kwa hii binafsi siwezi kumwamini Mungai hasa kwa kunukuu vipengele ambavyo havipo kuinyima haki taasisi huru kutekeleza majukumu yake. Jambo linalonishanga ni kuona shughuli zinazopigwa marufuku na Bw. Mungai ambazo zilikuwa zinafanywa na HakiElimu ni za kuhamasisha na kuelimisha sera za serikali. Vipindi ambavyo vilikuwa vikirushwa na taasisi ya HakiElimu pamoja na matangazo, vimesaidia kuongeza uelewa wa midahalo juu ya sera za Serikali kuhusu elimu ya msingi.

Ripoti ya hivi karibuni ya utekelezaji mpango wa maendeleo ya elimu ya msingi (MMEM) iliyotokana na mkusanyiko wa ripoti za serikali iliyotolewa na HakiElimu ilijenga kuonyesha mafanikio mazuri yaliyofikiwa na serikali katika utekelezaji mpango wa MMEM na mapungufu yake.

Kwa sababu hizo ndiyo maana mara kwa mara nimekuwa nikisimama kidete kuitetea taasisi ya HakiElimu nikipinga masharti iliyowekewa na serikali. Katika zama hizi za ukweli na uwazi serikali inategemewa kusikiliza watu na kuheshimu mawazo yao ili kuibua mijadala iliyowazi badala ya kutumia ubabe ambao haulengi kujenga.

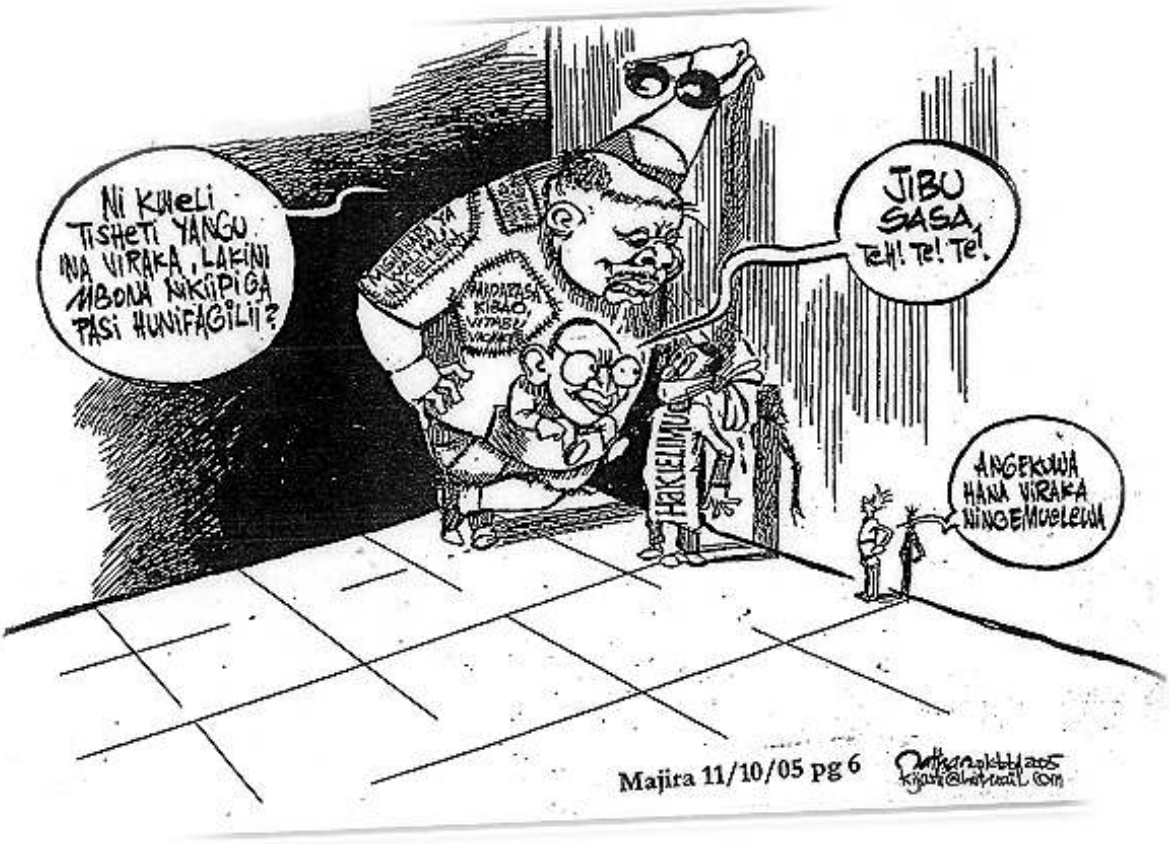
Lingekuwa jambo la kujivunia hasa kwa serikali pale ndani ya jamii wanapokuwepo watu wenye uwezo wa kuchambua na kukosoa sera za serikali na utekelezaji wake. Nasema hivyo, kwa sababu ni haki ya kila raia kutoa mawazo mbadala pale inapotakiwa, lakini hiyo haiwezi kupatikana kama nchi inaongozwa na viongozi wanaosimamia msingi kutoa amri badala ya kusikiliza hoja zinazotolewa na wanaoongozwa.

Ni lazima viongozi wetu wawe tayari kwenda sanjari na mabadiliko yanayohitajika katika kujenga demokrasia shirikishi badala ya vitisho. Nasema hivyo kwa sababu nakumbuka miaka ya nyuma dhana ya kukosoa, kujikosoa na kukosolewa ilisaidia sana kuainisha mijadala ya kisiasa, lakini kwa sasa inavyoonekana hilo halina nafasi tena kwa sasa.

Hata hivyo mawazo ya watanzania zaidi ya milioni 34 hatuwezi tukakubali yakanyamazishwa eti yanakinzana na mitazamo ya Wizara au Waziri wakati yanaleta maslahi ya walio wengi. Kwa maana hiyo ni lazima viongozi wetu wajifahamu kuwa wao ni watumishi wa watu, kwa hiyo ni lazima wakubali na kuheshimu changamoto nasivinginevyo.

Inabidi wajenge utamaduni wa kuchambua hoja kwa kina na kulinda katiba kwani si haki na sisheria watu kuporwa uhuru wao ulioanishwa katika katiba kwa sababu ya kugopa kukosolewa.

Editorials/Tahariri



Si haki HakiElimu kusakamwa
Majira, 01/09/05

Juzi Waziri wa Elimu na Utamaduni Bw. Joseph Mungai, alionyesha kukerwa wazi wazi na matangazo ambayo yamekuwa yakitolewa kupitia redioni na katika televisheni na Asasi isiyo ya serikali ya HakiElimu kuhusu hali ya Elimu nchini ambapo alisema yanakejeli kiwango cha elimu na kupotosha umma kuhusiana na sekta hiyo.

Waziri Mungai alisema matangazo hayo hayasemi ukweli, kwani idadi ya wanafunzi wanayojiunga na elimu ya msingi na sekondari imeongezeka mara dufu kutokana na mpango wa maendeleo ya elimu ya msingi (MMEM) na wa maendeleo ya elimu ya sekondari (MMES) ambao ndio kwanza umeanza kutekelezwa.

Kufikia hatua ya Waziri kutangaza rasmi kuzuia matangazo hayo yanayotolewa na HakiElimu licha kuwa alishaiandikia barua ya kutaka kusitishwa kwa matangazo hayo, lakini yakawa yanaendelea kinyume cha matarajio yake. Hatua hii ya Waziri inaweza kuwa imewashtua watu wengi ambao wamekuwa wakiyafuatilia na hasa wadau wa elimu.

Tunasema hivyo, kwa sababu tunaamini HakiElimu imekuwa ikifanya hayo katika mikakati yake ya kuielimisha jamii kuhusiana na matatizo yanayoikabili sekta ya elimu nchini ili kuyatafutia ufumbuzi na tujuavyo sisi pamoja na utafiti ambao umekuwa ukifanywa na wataalam pamoja na vyombo vya habari, matatizo hayo yamekuwa yakibainika.

Hatupingi kwamba kiwango cha elimu nchini kimeongezeka kwa kiasi fulani ingawa kupanda huko hakuamuliwi na idadi kubwa ya watoto kuingia shuleni bali ubora wa elimu, lakini si siri kwamba bado shule nyingi nchini zinakabiliwa na matatizo mbalimbali miongoni mwao yakiwemo hayo yanayotangazwa na HakiElimu.

Tunaweza kujiuliza ni shule ngapi zinazoshirikisha wanafunzi hususan wakike katika kufikia uamuzi wa mambo mbalimbali hivi sasa? Ni shule ngapi taarifa za maendeleo ya shule ikiwa ni pamoja na za miradi hutolewa kwa wazazi? Na ni ngapi na ziko wapi ambako hakuna ubadhirifu wa fedha ikiwa ni pamoja na ununuzi wa vifaa hewa?

Hatuhitaji utafiti wa kina kubaini shule zinazochanganya wanafunzi walemavu na wazima na kuendesha mafunzo kwa mizani iliyo sawa. Mbona vyombo vya habari vimekuwa vikitoa picha za madarasa ambayo hayana milango maalum yakuingilia walemavu na hata vyoo maalumu kwa ajili ya walemavu? Je, kilichomkera zaidi Waziri ni kipi?

Tunadhani kuwa Waziri angeishukuru HakiElimu kwa kumuonesha mambo yanayofanyika katika shule zake hata kwa njia hiyo ya matangazo na yeye angeweza hata kukutana nao na kushauriana nini kifanyike ili kuondoa tofauti zilizopo na upungufu katika shule mbalimbali nchini.

Hatutaki kuamini katika kauli kwamba watafiti wanaotumiwa na HakiElimu ni mamluki, kwani wamo hata maprofesa wa vyuo vikuu ambao baadhi ya ni walimu wa walimu ambao leo wanafundisha shule chini ya Wizara ya Elimu na Utamaduni na ndio hao pia wameweza kuwa mashahidi wakutoa habari kwa watafiti hao na vyombo vya habari.

Kama HakiElimu inajipatia fedha kutokana na matangazo hayo, hilo ni suala lingine ambalo halina maslahi kwa jamii, bali kinachotakiwa na kuzingatiwa hapa ni kuondoa matatizo shuleni na kuhakikisha kuwa yanajengwa mazingira mazuri ya watoto kupata elimu na hatimaye kumtokomeza adui ujinga na kupandisha kiwango cha elimu nchini. Ni vizuri basi serikali ikishirikiana na asasi kama hizi kupambana na ujinga badala ya kunyosheana vidole.

Twahitaji elimu bora, si malumbano haya

Mwananchi, 01/09/05

Katika vyombo mbalimbali vya habari jana, moja ya habari iliyopewa kipaumbele ilikuwa ni ile inayohusu kauli ya Waziri wa Elimu na Utamaduni, Joseph Mungai aliyoitoa dhidi ya asasi isiyo ya kiserikali inayojishughulisha na maendeleo ya elimu ya HakiElimu.

Mungai mmoja wa Mawaziri ambaye amekuwa akisikika sana katika vyombo vya habari, alikariri wa akiishutumu HakiElimu kwa kutoa ripoti na matangazo ambayo yalikuwa yakionyesha mwelekeo wa kuibeza Wizara yake.

Katika kauli yake hiyo kali, Mungai alikwenda mbali zaidi na kusema kwamba taarifa alizonazo zinaonyesha kwamba, asasi hiyo imekuwa ikitoa taarifa potofu kuhusu maendeleo ya mpango wa elimu wa shule za msingi (MMEM) kwa lengo la kupata fedha kutoka kwa wafadhili.

Pamoja na yeye mwenyewe Mungai kukiri kwamba, MMEM inayo mapungufu yake, aliionya asasi hiyo akisema kwamba serikali haitakuwa tayari kuona ikiendelea kupakwa matope kwa sababu tu ya kuwapo malengo binafsi. Kauli hiyo ya Mungai kwa nanma yoyote ile huenda ikawa mwanzo wa kuanza kwa malumbano yasiyo ya msingi kati ya serikali na wizara yake kwa upande mmoja na HakiElimu kwa upande mwingine.

Iwapo hilo litaachwa litokee, malumbano hayo kwa kiwango kikubwa yatasababisha kuwapo kwa matatizo ambayo mwisho wake utakuwa ni kuzorota kwa maendeleo ya elimu ambayo kwa miaka mingi tumekuwa tukiyatafuta.

Hakuna Mtanzania yeyote makini asiyefahamu kwamba serikali ya awamu ya tatu chini ya Rias Benjamini Mkapa imechukua hatua za makusudi ya kurekebisha mfumo wetu wa elimu kuanzia elimu ya msingi hadi vyuo vikuu.

Mbali ya MMEM hatua nyingine za serikali kuimarisha mfumo wetu wa elimu ambayo kimsingi ulishaonyesha dalili nyingi za kuyumba, zimehusisha mikakati mbalimbali ikiwamo mpango wa maendeleo elimu ya sekondari (MMES), maendelo ya ufundi stadi nchini ya VETA na hata mikakati inayohusisha upanuzi na uboreshaji wa elimu ya juu.

Hata hivyo hakuna asiyejua kwamba, mikakati yote hiyo na mengine mingi, pamoja na malengo bora kwa maendeleo ya elimu kitaifa yamekuwa yakiandamwa na kasoro za hapa na pale. Mara kadhaa kasoro hizo zimekuwa zikielezwa katika vyombo vya habari, wanasiasa na wakati mwingine hata na asasi zisizo za kiserikali kama HakiElimu ambayo moja ya malengo yake ni kuchangia ukuaji wa elimu hapa nchini. Kwa sababu hiyo basi, tunaamini kwamba lengo kubwa la serikali na

wadau wengine wote ni kuhakikisha kwamba elimu ya Tanzania inakuwa ni ya kisasa na inayokubalika kimataifa.

Iwapo hivyo ndivyo, kila mdau basi anao wajibu wakuweka mbele maslahi ya taifa kwanza ya kuiboresha elimu yetu sambamba na kuwa tayari kukosolewa kila mara inapobidi. Tunaamini kwamba kila mmoja akilitambua hilo, malumbano, kunyosheana kidole na kupakana matope hakutakuwepo tena . Mungai afurahi kwamba wapo wanaojali walau kutathmini kazi za Wizara yake, wengine hata hawazungumziwi, kukosolewa kunasaidia kujirudi.

Mungai; you are wrong on HakiElimu

The African, 02/09/05

Two days ago, the Minister for Education and Culture, Joseph Mungai issued a scathing attack on a non-governmental organization devoted to the promotion of education in the country, HakiElimu, for what the minister called is sweeping allegations against the Primary Education Development Programme (PEDP). The Minister went further and threatened to impress upon the registrar of NGOs to de-register the association if it persists in misleading the public.

According to Mungai, HakiElimu has been misleading the public on the achievements achieved in the education sector following the successful implementation of PEDP. Instead of lauding the achievements, HakiElimu has instead been harping on the negatives and sensationalizing isolated cases of misbehavior among a few teachers. Those are the fatal sins committed by HakiElimu in the eyes of Mungai.

We are taking this issue very seriously because when a cabinet minister of Mungai's calibre (he was minister in Mwalimu Nyerere's cabinet) goes public threatening a non-profit making association with noble goals, it is the government with all its muscles speaking.

We agree with the Minister that PEDP has performed impressively. Local and international stakeholders have commended the government and all the players for the achievement. But at the same time, there are glaring mistakes made here and there that need to be rectified in order to sustain those achievements.

PEDP has also witnessed gross misuse of resources at the level of officials responsible for the direct supervision of the programme. It is public knowledge that PEDP was not spared by the evil hand of corruption. The Anti-Corruption Bureau issued a report to this effect. There are scores of government functionaries who are in jail and some have their cases pending in court due to misuse of PEDP funds.

More seriously though is the fact that in some cases PEDP projects had been poorly supervised to the point where some structures collapsed before they could be launched. We know that many classrooms and teachers' houses have been built. So have latrines and provision of desks. But does this quantitative achievement in terms of structures march with improvement in the quality of education offered to our children?

No. We are all Tanzanians; we know the situation on the ground. What about the conditions of our teachers? Are they better off as a result of PEDP? The answer

is NO. Unfortunately, Mungai and the government in general do not want to tell the truth. What they want is to be applauded. But they never want to be told the negatives. Don't be surprised if we are soon told that HakiElimu is sponsored by powers that are bent to tarnish the good name of Tanzania!

What we are saying to Mungai and the Government is; leave HakiElimu to continue the good work it has been doing. Yes, PEDP has been a success, but it has a lot of lows that need to be rectified. Further, the achievements of PEDP are far below targets and there are many challenges facing the government if it is at all serious in improving the quality of education in the country. Those challenges cannot be confronted by telling HakiElimu to shut its mouth.

HakiElimu ikaze kamba

Majira, 05/09/05

Wiki iliyopita, baadhi ya vyombo vya habari vilitoa kwa kina maelezo ya Waziri wa Elimu na Utamaduni, Joseph Mungai, akiishutumu asasi isiyokuwa ya kiserikali ya HakiElimu, kwa maelezo kwamba ilitoa takwimu zisizo sahihi juu ya maendeleo ya elimu nchini.

Mungai, alitoa shutuma hizo akiwa mkoani Arusha, muda mfupi baada ya HakiElimu kutoa taarifa, baada ya uchunguzi wa ripoti sita ambazo asasi hiyo ilisema ziliratibiwa na serikali.

HakiElimu nayo ilimjibu Mungai katika taarifa yake ya Septemba mosi, ikieleza kwamba hapakuwa na utafiti uliofanyika, zaidi ya kuweka pamoja ripoti zile za awali, katika muundo rahisi, ili ziweze kusomwa na watu wengi zaidi.

Sisi tunaamini, kama HakiElimu na Mungai walivyosema; kwamba kumekuwapo maendeleo makubwa ya elimu ya msingi katika miaka ya karibuni. Lakini tuungane pia na HakiElimu kwa kusema kwamba, mafanikio lazima yawianishwe na malengo.

Lengo la kuwianisha, ni kujua tulipotoka, tulipo na tunakokwenda, ili kujua kasi ya kuchukua na nguvu za kuweka kwenye suala. Kwa maelezo ya HakiElimu, tunaamini kwamba walifanya hivyo kwa nia njema, kama ambavyo Waziri Mungai na Maofisa wake wakijitahidi kukuza elimu.

Sisi tunaona kwamba, wote ni wadau muhimu mno katika elimu, kila mmoja akiwa na wajibu wake, hivyo hakuna haja ya kwa Waziri kufika mahali na kusema atapeleka malalamiko yake kwa msajili, kwamba anashindwa kufanya kazi na HakiElimu.

Nyumba wanayojenga wawili hao ni moja, basi hakuna haja hata kidogo ya kugombea fito. Jambo moja zuri na lakufurahisha ni kwamba hakuna kati yao aliyebainika kwamba anataka kuvuruga au kurudisha nyuma elimu. Tuseme wazi hapa kwamba, HakiElimu imefanya kazi kubwa tangu ianzishwe, na kuna mambo mengi muhimu ya kuigwa mfano na asasi nyingine za jinsi hiyo. Wengi wanajua jinsi HakiElimu inavyowafumbua macho wananchi kwa matangazo yake kwenye televisheni, redioni, magazetini na hata kwenye vipeperushi vyake.

Ni wanaharakati ambao wanaweza kuwa na upungufu, lakini wanastahili wapongezwe kwani mema ndiyo yaliyoonekana zaidi. Ilipata kufanya kampeni dhidi ya upendeleo uliokuwa ukifanywa kwa kununua vifaa vya shule kwenye baadhi ya maduka, sasa umekwisha katika sehemu nyingi.

Wizara ya Elimu na Utamaduni ikitafakari kwa makini na uadilifu bila kuwa wanafiki, wataona, kama hawajaona, kwamba HakiElimu imekuwa kichocheo cha kupanda kwa elimu nchini, kama ambavyo Mungai naye amejitahidi kuondoa kasoro za watendaji ngazi za chini, japokuwa bado zipo. Ukweli unauma, lakini ni vizuri kuupokea, ili kusonga mbele.

HakiElimu isiogope, isonge mbele, ikaze kamba ili wananchi maskini wazidi kupata elimu.

HakiElimu ipewe haki

Majira, 05/10/05

Jana katika hatua ya kushtua, Serikali ilitoa waraka unaoizuia Asasi ya HakiElimu kufanya shughuli zake kwa kuhusiana na taasisi za elimu nchini, kuanzia ngazi ya awali hadi vyuo vya elimu Tanzania Bara.

Kwa mujibu wa Waraka wa Elimu namba 5 wa mwaka huu uliondikwa na kusainiwa na Ofisa Elimu Mkuu, Bw. R. Kapama Septemba 8 mwaka huu na kusambazwa kwa vyombo vya habari jana, HakiElimu inaadhibiwa kwa madai ya kupotosha maendeleo ya elimu nchini. Isitoshe, HakiElimu pia inadai kukaidi maagizo ya mdomo na ya maandishi yaliyotolewa na Wizara ya Elimu na Utamaduni kuhusiana na matangazo ambayo yamekuwa yakitoka kupitia vyombo vya habari kuhusiana na maendeleo ya elimu nchini.

Ni kweli kuwa HakiElimu ilikuwa mstari wa mbele katika kuelezea na kuonyesha hali halisi ilivyo katika shule mbalimbali nchini, kuhusiana na Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) nchini. Yawezekana kuna makosa yalifanyika, lakini sisi tunaamini kuwa HakiElimu imekuwa ikifanya shughuli zake hususan za kutembelea shule mbalimbali kwa kushirikiana na waandishi wa habari ambao wamekuwa wakikuta mazuri na mabaya.

Hatudhani kuwa Serikali ingependa iwe inaoneshwa mazuri tu na bila shaka ndiyo sababu HakiElimu ikaona ni bora kuionesha Serikali ni wapi mambo hayaendi vizuri ili hatua za kurekebisha zichukuliwe.

HakiElimu iliisifia Serikali kwa kufanikiwa katika kuandikisha watoto wengi darasa la kwanza, lakini ikabainisha kuwapo kwa matatizo katika ujenzi wa uwezo wa Kamati za Shule, usimamizi wa matumizi ya fedha na miundo ya kitaasisi. Ni kweli, kuwa katika baadhi ya shule, hakuna miundombinu inayojali walemavu, wanafunzi hawahusishwi katika kufikia maamuzi mbalimbali na pia kuna ubadhirifu wa fedha za MMEM, na hayo yanaoneshwa katika matangazo ya HakiElimu.

Pengine badala ya hatua kali kama hii kuchukuliwa na Serikali dhidi ya asasi hii kwa sababu ilizozitoa ambazo tunadhani kwake zina uzito, lakini tunaamini wadau wa elimu nchini wangehusishwa pia katika uamuzi huo ingekuwa vizuri.

Tunaposema wadau tuna maana ya wanafunzi, walimu, wazazi au walezi na taasisi zingine zinazojihusisha na elimu ili haki iweze kutendeka, badala ya kuionyongelea mbali asasi hii ya uwazi na ukweli. Inyongeni lakini ipeni haki yake.

Uamuzi wa kusimamishwa HakiElimu uangaliwe upya
Mwananchi, 06/10/05

Jana vyombo vya habari nchini, gazeti hili likiwamo, viliandika habari za serikali, kupiga marufuku shirika lisilo la kiserikali la HakiElimu kuchapisha taarifa au ripoti zinazohusiana na shule za Tanzania kwa sababu mbili kubwa.

Mosi, kwa kuvunja hadhi taswira ya mfumo wa elimu na ualimu kupitia matangazo yake; mbili kushindwa kufuata mwongozo iliyopewa na Wizara ya Elimu na Utamaduni licha ya kuonywa mara kwa mara.

Habari za maamuzi hayo zinasikitisha; na kwa hakika zinaumiza vichwa vya wengi. HakiElimu wenyewe kupitia taarifa yake kwa vyombo vya habari wametoa msimamo wao juu ya uamuzi huu, mzito na mgumu.

Kwa kifupi tu, HakiElimu wamesema kwamba, wanachama, wafanyakazi na bodi wanatathmini kwa kina waraka namba 5 wa 2005 wa Wizara ya Elimu na Utamaduni kuhusu zuio hilo iliyopelekwa kwao na kwamba wanatafuta ushauri wa kisheria kabla ya kuwasiliana na Waziri wa Elimu na Utamaduni.

Tunajua na kukiri kwamba Wizara ya Elimu na Utamaduni ina dhima ya kusimamia sera na uendeshaji wa elimu ya msingi, sekondari na vyuo ambavyo si vya elimu ya juu. Na kwa hiyo inawajibika kujibu, kufuatilia au kuhoji lolote linalotokea katika sekta hiyo.

Pengine ni kwa msingi huo mara kadhaa sasa Wizara hii, na hasa Waziri wa Elimu na Utamaduni, amejikuta katika msuguano mkubwa na HakiElimu kuhusu mustakabali mzima wa elimu ya ngazi hiyo hapa nchini.

Lakini pia, tunatambua mchango wa HakiElimu katika maendeleo ya elimu nchini. Imefanya tafiti mbalimbali, imeshiriki na kutoa maoni na mapendekezo mbalimbali yanayolenga kujenga na kuboresha zaidi mfumo wa elimu Tanzania; na kwa kweli kuongeza ushiriki wa jamii katika kuamua mustakabali wa elimu ya taifa hili.

Kwa hiyo, hakuna hata punje ya shaka kwamba HakiElimu ni mdau wa elimu Tanzania kwa maana yoyote ile. Iwe ni ya ushiriki, iwe ni kuchangia mawazo mbadala, iwe ni kutoa michango ya hali na mali na hata kama ni kuamsha mawazo mapya na kutoa changamoto zinazokwenda na mahitaji ya kizazi cha sasa katika nchi hii. Yafaa tu kusema HakiElimu ni mdau katika elimu ya taifa hili.

Kwa maana hiyo, ni suala linalosumbua akili kusikia kwamba eti serikali inaamka tu na kupiga marufuku HakiElimu. Hii inashangaza. Kwanza katika nchi inayofuata utawala wa sheria, inayoheshimu mgawanyo wa madaraka na dhana nzima ya

kudhibitiana katika utendaji, ni jambo lisilokubalika kwa Wizara ya Elimu na Utamaduni kuwa mlalamikaji, mwendesha mashitaka, hakimu na pengine hata kuwa bwana jela. Utaratibu wa namna hiyo hauruhusu haki kutendeka hata kidogo, achilia mbali kuonyesha kwamba haki inatendeka.

Kubwa zaidi, ni vema serikali na vyombo vyake vyote vikafahamu kwamba hizi ni zama za uwazi, za ushirikishwaji wadau katika mambo yote yanayowahusu, ni zama za demokrasia pana zaidi, ni zama ambazo hazitoi tena madaraka ya mia kwa mia kwa serikali kuendesha kila kitu watakavyo bila kutafuta na kuzingatia maoni ya wale walioko nje ya mfumo wa serikali.

Hatua ya kusimamisha shughuli za HakiElimu ni ya kiimla, haifai na haiwezi kuvumiliwa. HakiElimu wamekuwa wakitoa mawazo mbadala, hakuna binadamu yeyote mwenye hatimiliki ya mawazo, ni haki ya kila binadamu. Tunaishauri serikali iangalie upya uamuzi huu wa kusimamisha shughuli za HakiElimu.

Tuna wasiwasi na uhalali wa kupigwa marufuku HakiElimu

Nasaha, 07/10/05

Mwanzoni mwa wiki hii zilitangazwa habari kwamba serikali imezipiga marufuku harakati za shirika lisilo la kiserikali (NGO) la HakiElimu kwa madai kwamba, shirika hilo limekuwa likipotosha juhudi za serikali kuinua huduma ya elimu hapa nchini, na mipango ya serikali katika kuinua huduma hiyo. Miongoni mwa mipango ya serikali ambayo serikali inadai imeleta mafanikio na ambayo pia serikali inadai mafanikio yake yanapotoshwa na harakati za HakiElimu ni MMEM.

Tunatanguliza kusema mapema kwamba marufuku hiyo ya serikali kwa harakati za HakiElimu inazo dalili zenye msukumo na malengo ya kisiasa zaidi kuliko kiserikali: Marufuku hiyo imelenga kukinusuru Chama Cha Mapinduzi (CCM) katika uchaguzi Mkuu wa mwaka huu, unaotarajiwa kufanyika Oktoba 30, mwaka huu, panapomajaaliwa.

HakiElimu imekuwa ikiwahimiza zaidi wananchi kujenga utamaduni wa kufuatilia miradi mbalimbali ya elimu katika ngazi mbalimbali ili kuhakikisha kuwa rasilimali zinazotengwa kuendesha miradi hiyo zinatumika kama ilivyokusudiwa na hakuna ubadhirifu.

HakiElimu imekuwa ikibainisha baadhi ya hila zinazotumiwa na baadhi ya watendaji katika mashule na hata serikalini ambazo zinawawezesha kuchota mali za kuendeshea mradi na hivyo kukwamisha ukamilifu wa mradi huo na kuathiri malengo yaliyokusudiwa.

Kwa uzoefu wetu, na kwa ujumla kwa uzoefu wa wananchi juu ya serikali yetu, mtu au taasisi ambayo inajaribu kuanika hadharani mapungufu ya serikali katika namna ambayo haina shaka kwa wasikilizaji (wananchi), mara nyingi mtu huyo au taasisi hiyo hujikuta katika matata na serikali.

Mwananchi mmoja ambaye aliwahi kushika nyadhifa nyingi serikalini hapa nchini na hata katika balozi zetu nje ya nchi aliwahi kutiwa msukosuko mkubwa akidaiwa kuwa si raia baada ya kuanza kuandika hadharani mapungufu ya serikali ya awamu ya tatu.

Hata hivyo, mwananchi huyo ambaye ni mwandishi wa siku nyingi wa makala magazetini, hivi sasa 'amepoa' na anaandika makala zake katika namna ya kumpigia debe mgombea wa CCM katika nafasi ya urais wa Jamhuri ya Muungano wa Tanzania, Jakaya Mrisho Kikwete

Uelekeo wa uchaguzi unaoonesha kwamba CCM inakabiliwa na changamoto kubwa, ikituhumiwa kwa kushindwa kuwajibika vizuri, kushindwa kusimamia sera

za taifa na hata sera zake yenyewe, na kushindwa kutekeleza ahadi kadhaa kwa wananchi ambazo imekuwa na kawaida ya kuzitoa wakati wa uchaguzi.

Katika hali kama hii mtu yeyote au taasisi yoyote itakayopata jukwaa la kuuanika ubovu wa serikai ya CCM (nje ya majukwaa ya kampeni za uchaguzi mkuu), mtu huyo au taasisi hiyo lazima itajikuta matatani kwa sababu inazidi kuhatarisha nafasi ya CCM kurudi madarakani.

Ajabu ni kwamba ikiwa kweli serikali ya CCM imeweza kuleta mafanikio ya kujivunia ikilinganishwa na fursa na rasilimali wanazozitumia au zilizopo katika mikono yao, kwa nini wasiyatangaze hayo mafanikio, wakayadhihirisha, ili wananchi wanaodhaniwa kupotoshwa na HakiElimu wakapambanua ni nani mkweli?

Tunasikitika kusema kuwa CCM imewekeza zaidi katika matumizi ya vyombo vya dola kuliko vinginevyo ili kuhalalisha kuwepo kwake madarakani.

Tunawashuku watendaji wa HakiElimu kwa juhudi zao kabla ya kupigwa marufuku ambazo tunadiriki kusema mafanikio makubwa, ambayo dalili yake ni hatua ya serikali kupiga marufuku. Pia tumefurahishwa na tunaiunga mkono hatua yao, HakiElimu ya kutafuta msaada wa kisheria kuhusiana na suala hilo.

Kwao HakiElimu, na kwa wananchi wote wenye kuipenda nchi hii na watu wake mapenzi ya dhati, tunasema Aluta Continua.

Ban on HakiElimu totally uncalled for

The African, 08/10/05

There are facilities in the life of any one given country or society without which life in our day and time would be unthinkable. These are the likes of roads and other transportation facilities.

You need the roads, railway lines and, of course, the moving facilities - the vehicles and the like - for the conveyance of people, goods and services both in space and time. All the fore-mentioned facilities supplement each other and play a critical role to the economy of the country or people concerned.

With the changing circumstances, one or some of the facilities may, of course, prove more appropriate than others. But be that as it may, one or the other of the facilities can never completely replace the other. In the same vein, one could talk of different ministries and departments of government, the public and private sectors, all of which supplement one another in the delivery of services and service of the economy.

That brings us to what is, clearly, a goof on the part of the government - the ban of HakiElimu from undertaking certain educational roles in the country. In circular No. 5 of September 8, 2005, the Chief Education Officer of the Ministry of Education and Culture, Rick Mpama (read Government), interdicted HakiElimu from undertaking and publishing any articles/studies regarding Tanzania schools. If anything was ridiculous, this is it.

The analogy above on the supplementary role different transport facilities play in an economy applies to the relationship between the Government and HakiElimu as one of the many Non-Governmental Organisations in the country. The Government, we all agree, is the organization primarily charged with the delivery of public service. But, given the monstrous nature of public service, no government can on its own undertake the role alone. Supplementary efforts from not just non-governmental organizations but the private sector as well, are a must.

Given the foregoing, it would be a gross misjudgement, even a disservice to the very people it professes to stand for, were the government to alienate any organization from playing its supplementary role in the delivery of public service.

HakiElimu may have been arrogant, or even adopted a wrong approach to discharging its services to the people, that does not, in and of itself, render its contributions to education in the country invalid. Such services like mobilizing the community for active participation in their governance are, whether the concerned government ministry likes it or not, best done by the NGOs.

As an NGO concerned with the promotion of education in Tanzania, HakiElimu has done its bit as far as its mission is concerned. That all has not been well with education in Tanzania is a given. Also given is the fact that HakiElimu has been critical of some of the shortcomings in the field of education in the country.

To us, such criticism is healthy and, as such, a greater contribution to the future wellbeing of the country. HakiElimu is, in that regard, a million times better than the many NGOs that, in their respective fields of call, see the many shortcomings in the delivery of public service, but chose to look the other way. Long live HakiElimu.

Like always happens in a democratic situation, the Ministry of Education must learn to work with all, both those who agree with its way of handling matters and those who do not, for the future well-being of the country. The likes of banning an organization simply because it is putting pressure to reform and improve education in the country is an immature, if not irresponsible way of handling national issues. That cannot be accepted in our day and time.

Mtoto akikosea hakatwi mkono
Rai, 20/10/05

Shirika lisilo la kiserikali la HakiElimu hivi karibuni lilipigwa marufuku na serikali kufanya shughuli lililokuwa likifanya hapa nchini. Mara baada ya kupigwa marufuku, shirika hilo lilitoa taarifa ya kuwa lilikuwa linafikiria kutafuta ushauri wa kisheria kutokana na hatua hiyo ya serikali ambayo kimsingi ililizuia kuandaa na kuchapisha taarifa zinazohusiana na shule za Tanzania, hasa za msingi.

Kwa mujibu wa taarifa iliyotolewa na Mkurugenzi Mtendaji wa HakiElimu, Rakesh Rajani, baada ya kupigwa marufuku, shirika hilo lilikuwa linatathimini kwa kina hatua hiyo ya Serikali, na kwamba lingefanya uamuzi baada ya kupata ushauri muafaka.

Rajani alisema kwa kuwa wanaheshimu utawala wa sheria, wangeendelea kutafuta ushauri wa kisheria kutathmini kwa kina waraka huo wa Serikali waliopewa kupitia Wizara ya Elimu na Utamaduni. HakiElimu ilipigwa marufuku kufanya kazi zake kwa madai kwamba linatoa taswira potofu ya mfumo wa elimu nchini pamoja na fani ya ualimu kwa ujumla wake.

Kikao cha Bodi ya HakiElimu kilikutana kujadili hatua hiyo ya Serikali, baada ya kupata maombi kutoka kwa wananchi, taasisi za kijamii, vyombo vya habari na watu wengine waliokuwa na nia ya kutaka kufahamu msimamo wa shirika hilo baada ya hatua hiyo ya serikali.

Hata hivyo, taarifa hiyo ya HakiElimu ilisisitiza ya kuwa yenyewe inafanya kazi zake kwa kuzingatia sheria za nchi, na kwamba shughuli zake zinafuata vifungu vya msingi vya Katiba ya nchi. Aidha, shirika hilo lilidai ya kwamba linafanya kazi zake kwa kuzingatia majukumu ya mashirika ya kiraia kama yalivyoainishwa katika Mkakati wa Kukuza Uchumi na Kuondoa Umaskini Tanzania (MKUKUTA) na Mpango wa Maendeleo ya Elimu ya Msingi (MMEM).

Taarifa hiyo iliyataja baadhi ya majukumu hayo kuwa ni kujumuisha na kuhamasisha ushiriki wa jamii, ukusanyaji makini na usambazaji wa taarifa za elimu kutoka na kwenda shuleni, na kufanya uchambuzi wa sera za elimu na utetezi.

Ilisema haki ya kupata na kusambaza taarifa, uwazi, mijadala ya umma na uwajibikaji wa Serikali kwa umma ni kiini cha utawala bora na uwajibikaji wa kidemokrasia, na hayo yaliyotajwa ndiyo msingi unaoongoza utendaji kazi wao.

Katika taarifa yake hiyo, HakiElimu ilisisitiza ya kuwa inafurahia uhusiano wake mzuri wa kikazi na Serikali, na iliwaomba wananchi na vyombo vya habari

kuzingatia changamoto zinazokabili maisha na uhuru wa wananchi wa Tanzania, badala ya mvutano uliopo baina ya pande hizo mbili.

Katika waraka uliotolewa na Serikali, Serikali ilidai ya kuwa HakiElimu imekuwa ikikaidi maelekezo mbalimbali ambayo imekuwa ikiyatoa kwa shirika hilo, yawe ya maandishi au mdomo. Tunadhani kuna tatizo mahali fulani. Kwa vyovyote vile kuna mahali Serikali iliudhiwa katika utendaji mzima wa shughuli za HakiElimu.

Lakini pia umma wa Watanzania ulikuwa unafurahia huduma za shirika hili, na wangependa liendelee kuwapo kwa sababu kuna vitu vya msingi ambavyo shirika lilikuwa linavifanya kwa ufanisi na kwa nia nzuri.

Kama kuna mapungufu, basi Serikali kama baba, itoe adhabu ambayo itatoa fundisho kusudi Shirika lijirekebishe katika utendaji wake badala ya kulipiga marufuku kabisa.

Mtoto akikosea hakatwi mkono, bali hutafutiwa njia nzuri ya kumnyosha.

Truth, the bitter truth

The African, 25/10/05

The row between the Ministry of Education and Culture and a local Non-Governmental Organisation HakiElimu continues unabated. The Minister concerned, Joseph Mungai was, as recently as last weekend, insisting that the NGO must withdraw its adverts appearing in both the print and electronic media.

Mungai's contention is that the concerned adverts are inaccurate and misleading. In the Minister's view the NGO's reports and adverts on education in the country were fabrications that dented the image of the education sector. No no, Mr Mungai, that's not entirely correct.

We admit of the Minister's right and, indeed, that of the Government to disagree with HakiElimu's view on education or anything, for that matter. But whether, in so doing, HakiElimu or, anybody or organization, should be forced to abandon their research findings and start singing the same song as the Minister or government, is an entirely different matter altogether.

We have had occasion to say before and, for the sake of those who have problems embracing the principles of democracy, are ready to do so again in a democratic situation, we do not have to see and view things in one and the same way in order to co-exist. Nor is it practicable that everyone or organizations will, always and at all the times, see things exactly the same way.

As a Government department, the Ministry of Education and Culture is tasked with the running and supervision of education in the Republic. Running education in a vast country like Tanzania, a country with meagre resources, can be a daunting task. Chances that there could be a slip here and flip there can never be ruled out.

On its part and as an NGO, HakiElimu has the task of supplementing what the Government does. By the mandate and the very nature of NGOs, HakiElimu's approaches to educational matters are, unlikely ever, to be the same as those of the Government. But be that as it may, the NGO's role and that of the concerned ministry remain supplementary in nature.

What both do, be this something acceptable and liked by the other or, the contrary, which happens to be the case at present, both are acting for and in the service of education. In their approach, HakiElimu has been critical of certain practices within the education sector.

In the NGO's view, the practices were, in part, to blame for some of the shortcomings facing the education sector as evidenced by, among others, what is

seen as falling standards in the levels of education in the country. There's this mentality that criticism, even constructive criticism, is bad. Nothing could be further from the truth.

HakiElimu has put forth healthy and constructive criticism. Why both the Ministry and Government find fault with this is anybody's guess - the truth is never that palatable. We are tempted to think that HakiElimu could and must have told some bitter truths in its reports and adverts.

The NGO conducted some research, which they used as a basis for their reports and adverts, to point to some of the shortcomings and weakness of the system of education in the country. Education is critical to the future wellbeing of this country. To allow the standards to keep dropping without those concerned pointing to the desirable remedial measures would be scandalous.

Not only should HakiElimu do more research and use the same to enlighten the population but more NGOs should join in the task. That is what will save the system of education in Tanzania from sinking deeper into the doldrums, not the make-believe paintings of the Government.

Letters to the Editor/Barua kwa Mhariri



Mungai's attack on HakiElimu 'unjustified'

Jonas Malekia, Daily News, 05/09/05

The Minister for Education and Culture, Mr. Joseph Mungai, made headlines in newspapers on Wednesday when he accused a non-government organization of playing down against improvements made in the education sector. He even threatened to contact the registrar of NGOs to ask for its deregistration.

At least this is what we read from newspapers and it comes from the press also regarding findings of the NGO, HakiElimu's research on the education sector made public last week.

I find Mungai's accusations and threats unwarranted and worse sending a message that there should not be a diverse and informed opinion about a certain state of affairs involving the government.

With much respect to the minister, acknowledging that there are gains made in the sector, and understanding his great role in spearheading the changes in the sector, how couldn't he accommodate comments made by other informed sources about the development in the sector?

The NGO acknowledged there were significant strides made in the education sector but added they fell behind target. The organization said the quality is still poor and this is public knowledge. They had statistics to support their findings on where the targets were no met.

I thought the minister would have come up with his version of the story i.e clear the matter if he thought what he did doesn't augur well with the trend in building democracy in this country. Time has passed when the government used to bark.

Let me end by saying that I hold the honourable minister with high esteem.

Bado tunahitaji mchango wa HakiElimu

Restitute Lucas, Majira, 06/09/05

Hivi karibuni, Waziri wa Elimu na Utamaduni alinukuliwa akisema kuwa asasi isiyo ya serikali ya HakiElimu inayojishughulisha na masuala ya elimu inapotosha ukweli kuhusiana na hali halisi ya elimu nchini.

Waziri alidaiwa kusema watafiti wanaotumiwa na asasi hiyo ni 'mamluki' na kwamba atapiga marufuku matangazo yanayotolewa na asasi hiyo katika vyombo vya habari nchini. Binafsi napenda kupingana na Waziri kwa msimamo kwamba katika nchi maskini kama yetu, bado hatujafikia mahali pa kujiona wakamilifu katika suala la elimu, achilia mbali masuala mengine mengi yanayohusiana na huduma kwa wananchi.

Ni kweli kuwa kwa mujibu wa takwimu za vitabuni na kwenye warsha, elimu imeboreka katika kipindi hiki cha utawala wa Rais Benjamin Mkapa. Kuanzishwa kwa Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) kumwezesha kujengwa kwa madarasa na vyoo, hivyo kwa kiasi kikubwa kupunguza tatizo la uhaba wa vitu hivyo. Pia ni kweli kuwa idadi ya walimu imeongezeka, japo kwa upande mwingine ongezeko la watoto mashule lilitokana na uhamasishaji wa Serikali na wadau wengine, limesababisha uwiano wa walimu na wanafunzi kuzidi kuwa mbaya.

Pia, ni wazi kuwa kwa usimamizi wa karibu wa Serikali, hususan ofisi za elimu za wilaya, pamoja na mwamko wa wananchi kuhusiana na suala zima la elimu, walimu wamewajibika zaidi katika kipindi hiki. Lakini huu katu si mwisho wa matatizo ya elimu kwa nchi inayoendelea kama hii yetu, kwani pamoja na mafanikio hayo, bado kuna udhaifu mwingine mkubwa katika sekta ya elimu.

Mathalani, suala la wanafunzi wa kike wanaopata ujauzito shuleni bado halijapatiwa ufumbuzi, ili kuweka usawa kwa watoto wa jinsia zote. Pili, watoto wenye ulemavu wengi bado wanakosa elimu na hata wale wanaofanikiwa kwenda shuleni hawana vifaa vya kutosha kuwawezesha kwenda sanjari na wenzao wasio na ulemavu.

Tatu, ni wazi kuwa hakuna usimamizi wa kutosha wa matumizi ya fedha za shule, zikiwamo zile zinazochangwa katika utaratibu wa MMEM, kwani utakuta mwenyekiti wa kamati na mwalimu mkuu ndio wenye mamlaka kuhusiana na ununuzi wa vifaa vya shule.

Lakini mbali na matatizo hayo yaliyo dhahiri, bado kiwango cha elimu inayotolewa hakijafikia hatua ya kudhaniwa kuwa ni ukombozi, kwani elimu hiyo haimpi mtoto ubunifu wa kuweza kukabiliana na maisha. Kama wanavyosema baadhi ya wataalamu wa masuala ya elimu, elimu ya msingi hapa nchini ni ya kusoma vitabu

na kisha kujibu maswali darasani na kwa hiyo haikidhi haja ya kuitwa elimu ya msingi.

Haya pamoja na mambo mengi yanayowasukuma wadau wa elimu kuiamsha Serikali kwa ajili ya kuboresha baadhi ya maeneo, ili hatimaye elimu anayoipata mtoto wa Kitanzania iwe elimu endelevu yenye uwezo wa kulikwamua taifa katika umaskini.

Bahati njema, HakiElimu huzingatia sana takwimu za Serikali wanapofanya utafiti kuhusiana na suala la elimu. Hata katika matokeo yao ya utafiti ya karibuni, walionesha takwimu za Serikali. Napenda kumshauri Waziri wa Elimu kuwa asiwe na wasiwasi na utendaji wake, kwani ni mzuri na ndiyo maana tumeona mafanikio. Hata hivyo, hiyo haina maana kuwa tukae kimya na kubweteka, kwamba tumefika.

Hata katika nchi zilizoendelea ni jambo la kawaida wananchi kukosoa mwenendo wa mambo, yakiwamo masua ya elimu. Pia hata asasi mbalimbali hutoa mapendekezo kuhusiana na maendeleo ya sekta husika.

Kwa sababu hiyo, naamini bado Watanzania tunahitaji mchango wa asasi kama HakiElimu, katika kuhakikisha kuwa elimu yetu inafikia viwango vya kimataifa.

Why mudsling HakiElimu?

Annoyed Patriot, The Guardian, 06/09/05

Tanzania is experiencing speedy population growth, increased poverty, as well as all other characteristics of developing countries such as unemployment, ignorance and disease.

The spontaneous growth has been delaying the efforts towards making the country more habitable and to turn the tables, local and international players have done a lot.

Considerable financial aid has been offered by respectable Non-governmental Organisations (NGOs), Community Based Organisations (CBOs) and micro-finance institutions in that direction.

The NGOs and the CBOs have been helping in peace process plans; fighting against gender imbalance; assisting in environmental and nature conservation; poverty alleviation and campaigns against illiteracy endevours and so on.

For sure these organizations have done a lot of service to the community. We cannot downplay what they have achieved. Just mention NGOs such as KULEANA (based in Mwanza), TAMWA, TAWLA, HAKIELIMU etc – they are household names for the good work they have been doing.

In the recent past there has been a battle of words between the Minister for Education and Culture Joseph Mungai and HakiElimu. Mungai has threatened to deregister the NGO. I feel we should not tolerate such threats as the NGO has been doing a tremendous job unearthing malpractices in the education sector.

If the minister thinks HakiElimu has been giving the public information as to the state of education, why has he allowed the organization to run for so long?

I stand with the NGO and I would like to congratulate it for creating community awareness about the 'rights' and 'wrongs' in the education sector. The minister should join HakiElimu in boosting the drive for justice in education. Again I say Bravo, HakiElimu!

Voices

Timothy Kitundu, The Express 08/09/06

Recently, the Ministry of Education and Culture (MoEC) banned a local NGO, HakiElimu from indulging itself in all education issues in the country for allegations that it was misleading the public. Do you think the Ministry's move was fair?

Elizabeth Mathias – Auditor

No. I think that the Ministry was very unfair to HakiElimu by taking such a step. In short, what the NGO was doing was to relay information to the public, but all statistics were based on the reports and statements released by the Ministry and other reliable sources. The act of compiling and disseminating such information in a more transparent way was what angered the Ministry. Maybe the Ministry wanted such information to remain hidden or be shown in a shrouded manner.

Mussa Mohammed – Social Worker

No. I think the Ministry was unfair to HakiElimu. HakiElimu was actually helping the Ministry to know the real situation and development of the education sector in the country. We all know that NGOs contribute significantly towards the development of social services in Tanzania, but what we also all know is that the government does not want to be criticized or guided where it goes wrong.

Oliver Kusati – Civil Engineer

No. The Ministry was unfair for what it did to HakiElimu. Article 18 of the Constitution of the United Republic of Tanzania allows freedom of expression and to seek receive and impact or disseminate information and ideas through any media regardless of national frontiers. This clearly indicates that HakiElimu were victims of circumstance. They have been punished for a mistake they didn't make. I think had the Ministry recognized that, such a step would not have been taken.

Asha Hemedi – Researcher

No. It is apparent that HakiElimu was unfairly treated follwing that decision. Let me come straight to the point. Some government ministries and departments accept criticism from civil society. What is happening in the communities which can also be observed by CBOs and other organizations has to remain hidden records. Once such information is disseminated, that turns out to be an offence. There is only one question: Why do they want information to be hidden?

Voices

Timothy Kitundu, The Express, 15/08/05

Last week the Minister for Education and Culture, Joseph Mungai blasted an NGO, HakiElimu, claiming it to be a destructive criticizer against programmes undertaken by the Ministry. Do you think Mungai is right?

Moza Ismail – Educator

No. I think the Minister is totally wrong to attach HakiElimu. Personally, I think the Minister should have taken the NGO's criticism seriously, and regarded it as a mirror for telling the Ministry to adjust itself. HakiElimu, as far as I know, does not concoct what ever it communicates to the public, but rather gathers it form the sector itself including teachers and schoolchildren. We all know the real situation in the education sector in the country and the media has been active in revealing it. How can he blame HakiElimu in this respect?

Elieza Joseph- Doctor

No. The Minister erred and I feel that they owe an apology to HakiElimu. The NGO used government – commissioned reports on the programmes undertaken by the Ministry. HakiElimu itself insists that it did not conduct any new research; hence I see no point in blaming the NGO. What the NGO did was just to put the information in an easy-to-access format. This is what is meant by openness and transparency. Instead of blasting the NGO, I think Mungai would have developed a close collaboration with HakiElimu to try and address the present challenges.

Kindai Madai – Accountant

No. The Minister, according to me, was wrong, I believe that most NGOs in the country, including HakiElimu, do a commendable job in both helping the government and criticizing it. In that way, the government has a chance to be able to adjust whatever shortfalls are there. It is not right for the Minister to threaten the NGO simply because it has disclosed the truth. Suppressing the truth could not help but it would just make the gap between the government and the people wider.

Masanisa Victor – Information Analyst.

No. The Minister, according to me was wrong. His words were aimed at scaring HakiElimu to stop revealing the truth to the public. I also see no point in blasting the NGO alone while it has always worked closely with the media. Putting aside HakiElimu's messages, it is clear that even the general public is aware that school children's pregnancies have increased, school dropouts of girls are also multiplying. Children are taught while sitting on the floor and teacher's welfare is poor.

No need for confrontation

Andrew Msigwa, The Guardian, 14/09/05

Recent comments by Education and Culture Minister Joseph Mungai on the progress of the Primary Education Development Plan (PEDP) and HakiElimu's subsequent statement on the issue exposed a very glaring and disturbing state of affairs. It was a show of how the Ministry for Education and Culture (MoEC) regards our country's current state of education. It exposed how completely disinterested it is in bettering our education and what little regard it has for Tanzanian's intelligence.

Firstly, the minister was not even aware of the fact that the PEDP report that HakiElimu released was actually entirely based on findings issued by the Government itself. According to the statement by HakiElimu, the ministry did not even bother, when twice given the chance, to comment on the PEDP report before it was released to the public.

It is only after its release that we suddenly started hearing about his concern for "his teachers" and of the sector being misportrayed in the media. Consequently, two things are now much clearer.

One, our education system is likely to continue languishing in its current state of notoriety as being one of the worst in the world, if the seriousness with which the ministry considers education does not change.

Two, as Tanzanians, we need to start looking in between the lines, behind, and beyond all public statements issued by the governments made and to stop being afraid to challenge them if we really want things to improve.

I would suggest to the minister to accept criticisms and duly work on them.

Beyond PEDP report controversy

Nicholas Komba, The Guardian, 15/09/05

I have been watching, with great interest, the events that have been unfolding over the past two weeks in the "HakiElimu debate." As a citizen who has been professionally interested in the education sector in the country for many years, I was delighted to read about the release of what claimed to be a well-written and researched report about the progress of the Primary Education Development Plan (PEDP). As a result of this interest, I obtained a copy of this report and read it from cover to cover, all 43 pages.

The report has tables summarizing the findings of the 6 major government backed reviews and reports that have taken place since PEDP was implemented in 2002.

No sooner had I finished reading this report and begun to digest its contents that I read in the national newspapers the comments made by the Minister for Education and Culture, Mr. Joseph Mungai, both at recent national education conference and, later on, to journalists.

As a person who is familiar with the PEDP and its various reviews, I was very surprised to see the Minister's comments, which make a number of serious claims about HakiElimu and the researchers who helped to prepare the report.

Apparently the report was full of lies, written by bogus mercenary "experts" who were told what to write by the Director of HakiELimu in order to deceive international funding agencies to continue funding the NGO.

However, as has been written in articles since this day, including those that resulted from HakiElimu's response to the Minister's comments, you only have to read the 6 reviews and reports upon which the HakiElimu report was based to realize that there were no lies in this report.

HakiElimu could easily show this by asking its donors to offer funding to distribute copies of the 6 reports to all the regions, districts, wards and schools in Tanzania. Or to send copies to each of the 8,850 head teachers, inspectors and ministry officials who are reported to have made the Minister make his allegations. Let them decide for themselves whether HakiElimu is guilty of misleading the public or not.

However, beyond the issue of truth, there are much larger issues to be considered. President Mkapa is a committee member of the Commission for Africa, and Tanzania is a signatory of all the major recent international human rights and education treaties and declarations.

Tanzania is also one of the largest recipients of foreign aid in Africa, especially for the education sector, and, with its recently recognized good track record in the areas of good – governance, democracy, poverty alleviation and tackling of corruption, the country is set to receive more aid.

And yet, how can this be the same country, which allows a minister to accuse publicly an NGO (which has a reputation for advocating children's rights, good – governance, democracy, poverty alleviation and the tackling of corruption) of hiring bogus experts to write lies?

Where is the evidence for these allegations? Which particular parts of the report are lies? Which particular experts are bogus? Which particular experts are mercenaries? Are these allegations consistent with good governance? Are they in line with the principles of open, transparent government and the right to freedom of speech?

Furthermore, which particular international donors have been fooled by HakiElimu? Are they the same ones that are also funding the government? If so, should the government not contact them directly to warn them of their failure to scrutinize their funding procedures satisfactorily? Does this also mean that these very same donors may have to evaluate whether they were wrong to give huge sums to a government, which appears to be doing and saying all the right things? Should the Africa commission re-evaluate its decision to choose Tanzania as such a key member of the committee? And so the list could continue.

As a concerned citizen, it is my right to ask for the Minister and his colleagues to answer these questions. If HakiElimu suffers in its valiant attempts to provide Tanzanians with the information that they so badly need and which it is their right to receive, it will leave the international community no choice but to respond by withdrawing the financial and political support Tanzania has been enjoying.

Let us hope that the minister realize the seriousness of the situation and begins to act like an educationalist – one who learns from his mistakes and who is able to see criticism as constructive not threatening. Otherwise, his actions may cause a lot of suffering to the Tanzanian people.

Wadau waunge mkono jitihada za HakiElimu

Sebby Gosber, Majira, 16/09/05

Nawapongeza HakiElimu kwa jitihada wanazofanya katika sekta ya elimu nchini. Wamewezesha kuwepo kwa mabadiliko mengi wakiushirikisha umma wa Watanzania kupitia harakati za *Marafiki wa Elimu* walioko kote nchini.

Nasema hivyo kwa sababu sidhani kama kuna Mtanzania ambaye hajawahi kusikia au kuona kazi za HakiElimu katika matangazo, machapisho na shughuli nyingine zenye lengo la kuboresha elimu.

Katika hilo, nawapongeza sana. Kutokana na juhudi zao, kuna mambo sasa yamebadilika. Kwa mfano, ninaona mwamko umeongezeka wa kuwapatia elimu watoto wenye ulemavu tofauti na ilivyokuwa hapo awali.

Kuna matatizo sugu yaliyokuwepo kama ukosefu wa walimu, upungufu wa shule na kero nyingine ambazo kwa sasa Serikali imeanza kuzifanyia kazi. Matatizo haya yalisababisha elimu itolewayo hapa nchini kwa kipindi kirefu kuwa duni, lakini sasa dalili zinaonyesha elimu ya Tanzania itakuwa na mwelekeo mzuri. Hii imetokana na kazi ya HakiElimu ambayo kwa namna moja au nyingine imeipa Serikali yetu msukumo wa kuboresha elimu.

Japo bado kuna matatizo katika Sekta ya Elimu, natoa changamoto kwa HakiElimu, Serikali, Wazazi na Wadau wengine wachukue jitihada za makusudi katika kuboresha elimu nchini.

HakiElimu Review findings lack substance

Dr. Katanga wa Katanga, The Guardian, 26/09/05

I recently had the opportunity to study a recent report compiled by Professor S. Sumra and Dr. E. Davidson in the HakiElimu programme. The report is based on a revision of the six PEDP government Review Reports. I am also a staunch follower the on-going debate between HakiElimu and the Minister of Education, Mr. Mungai. As a longstanding professional in the education sector, I can only describe the ongoing debate as unfortunate.

First, the choice of reviewers of this programme, Professor Sumra and Dr. Davidson, was totally biased as both of them are always on the negative side of debates pertaining to the education enterprise in Tanzania.

I once listened to Dr. Davidson's presentation of his PhD findings at the Faculty of Education of the University of Dar es Salaam. His findings were totally rejected by the staff and graduate students as the report appeared sloppy and amateurish, naive and biased.

Similarly, Professor Sumra's work leaves a lot to be desired as it is always picky, lacking fundamental arguments. In this case one would have thought it wise to balance the review team. Looking at the actual data revealed by the two reviewers, one gets the impression that the reviewers were only interested in shortfalls and not the achievements.

Unfortunately, it would appear as though the mass media fell prey to this 'trap'. The reviewers gave a picture of what they hated most about the whole programme. First, Professor Sumra and Dr. Davidson dismissed the PEDP as a technocratic project not linked to the social economic vision of the nation. This is totally biased, subjective, and a wrong framework for the review.

They do not appreciate the level of enthusiasm for the latter at the village level as reflected by the swelling numbers of voluntary enrolments and the whole decentralization process. On subject of enrolments the review indicates the fact that the initial plan of the project in 2002 was to enroll all 7 years-olds for class 1. Indeed by 2003, 63.6 percent were enrolled, and in 2004 68.5 percent were enrolled.The two gentlemen do not tell the readers what the baseline was before the whole programme started.

Prof. Sumra is well aware of the fact that before the inception of the programme hardly 20 percent of age 7 children got enrolled in the first grade. The fact that the enrolment level has risen from a meagre 20 percent to more than 65 percent in one or two years needed praise rather than criticism.

Then the duo go on to cite a drop of enrolment levels by 11.5 percent in 2004 but refuse to mention the attainment was 68.5 percent.

The two gentlemen are not at all critical of the original data in their attempt to reconcile the various disparities in the whole programme.

Take for example teacher – pupil ratio, which has risen from 1:46 in 2001 to 1:59 in 2004. Obviously this is a mark of achievement in enrolments as the student teacher ratio is bound to improve in due course.

Then the two gentlemen totally fail to be critical of the six review reports on which their report is based. They have merely taken the latter as gospel truth. The reports have many discrepancies such as not reporting on the state of education for the disabled and disadvantaged children. The duo should have gone beyond the review reports to look for independent evidence of errors of omission or commission.

Obviously PEDP is an ambitious plan, which is very good as it has generated a lot of enthusiasm in the education sector. For the first time, education is at the centre stage of national development and debates, with the minister being at the driver's seat, and the President acknowledging progress on the basis of data rather than fiction and propaganda.

The challenge lies on ways of improving learning and teaching techniques so as to boost the quality of learning. Some of the conclusions and recommendations of the report are outlandish and controversial, not based on data but feelings. The two gentlemen should have been more practical in the manner in which facts were outlined.

In fact, Sumra was one of the reviewers in the 2003 and 2004 review teams so should not disregard what he was once part and parcel of. It would have been logical for him to distance himself from the whole review process.

HakiElimu, avoid use of fictious animations

Dr.Katanga wa Katanga, The Guardian, 27/09/05

I would like to appeal to HakiElimu to avoid the use of fictitious animations because it makes a mockery of our education system. A typical example of that practice is *"17x17" ni ngapi?*

'Hamna Akili nyie' meaning that the portrayed school children were not bright enough.

Another situation is whereby a teacher is telling his female students that *"watoto wa kike ni watoto wagumu kuelewa,"* meaning that female students have little learning capability.

These are some of the fictious situations that are portrayed in their cartoons. The latter makes a huge mockery of the entire education system and to the majority of teachers who are professionally trained and doing a commendable job.

While threatening HakiElimu with deregistration may be tactically wrong, HakiElimu needs to be tackled intellectually. But lambasting it like that is a nuisance and doing disservice to the education enterprise in Tanzania.

Mungai kubali, HakiElimu ilipatia

Nisile Nsumwike, T/Daima, 29/09/05

Hivi karibuni, tumeshuhudia Waziri wa Elimu na Utamaduni, Joseph Mungai, akitoa shutuma nzito dhidi ya Asasi isiyokuwa ya Kiserikali ya HakiElimu kwa kuibua upungufu uliomo kwenye Mpango wa Maendeleo ya Elimu ya Msingi (MMEM).

Lazima Waziri na sisi wote tukubali kwamba, MMEM ina mafanikio yake, lakini pia ina upungufu. Inanishangaza kuona kwamba Waziri Mungai anakuwa mkali kuhusu suala la kuibuliwa kwa upungufu kwenye ripoti ya mapitio ya MMEM iliyotolewa na HakiElimu.

Kwa mtazamo wangu na uzoefu tulionao hapa nchini, viongozi wetu hawapendi kabisa kuambiwa ukweli. Ni bora viongozi wetu wakapata mafunzo ya muda mfupi au mrefu juu ya utawala bora menejimenti, uwajibikaji n.k. Kwa njia hiyo, naamini hapatakuwapo kiongozi yeyote atakayekuwa mwoga wa kukosolewa au kuambiwa ukweli, kwani atakuwa amepitia mafunzo ya awali ya kumjenga kuwa mstahimilivu.

Na mafunzo hayo yawe ya mara kwa mara, ili yasaidie kujenga na kuimarisha uwezo wa viongozi wetu, kuwa wakakamavu wa kupokea changamoto bila matatizo yoyote. Hiyo pia itawasaidiza kuongeza kasi ya maendeleo nchini, kwani tayari viongozi wetu watakuwa wamejifunza jinsi ya kuwajibika kwa wananchi wanaowaongoza.

Waziri Mungai angekuwa mtulivu angeufanyia kazi upungufu uliojitokeza katika ripoti iliyozindiliwa na HakiElimu, ambayo pia tumeambiwa kwamba iliandaliwa kutokana na mapitio sita ya Serikali kwa muda wa miaka mitatu.

Pia kwa mtazamo wangu, naona kukosolewa ni njia mojawapo ya kujisahihisha au kujirekebisha pale mtu anapokuwa hajafanya vyema. Hiyo si katika masuala ya kazi tu, bali hata katika maisha yetu ya siku hadi siku.

Mungai pokea changamoto

Msomaji wa Mwananchi, Mwananchi, 30/09/05

Napenda kutoa malalamiko yangu kwa Waziri wa Elimu na Utamaduni, Joseph Mungai juu ya shutuma alizotoa dhidi ya Asasi isiyo ya Kiserikali ya HakiElimu.

Mimi binafsi nadhani kuwa Waziri hakupata muda wa kutosha wa kusoma ripoti iliyotolewa na Taasisi hiyo na kwa mantiki hiyo ninayoona malalamiko yake kuwa si ya msingi.

Nasema hivyo kutokana na hisia niliyonayo kuwa hakupata muda wa kuisoma kwa makini ripoti aliyoipigia kelele, tofauti na vichwa vya habari vya magazeti vilivyomchanganya.

Kuna ripoti nyingi ambazo wamezitoa HakiElimu ambazo pia nilishapata nafasi ya kuzisoma. Binafsi nilizipenda sana kwa kuwa zinaonesha uhalisi wa mambo, na zina taarifa muhimu zilizokusanywa na kufanyiwa kazi na wataalam katika mambo ya elimu ama fani nyingine kulingana na muda husika.

Kama HakiElimu wameweza kutumia ripoti za Serikali, hiyo tu inaonyesha wazi kuwa hawana nia mbaya, hivyo naiomba Wizara ya Elimu iwaunge mkono na kufanyia kazi kero za wananchi wanazokutana nazo.

Binafsi kwa mfano nisingeweza kupata taarifa hizi muhimu kwa kuwa nilikuwapo, lakini hazikuwekwa wazi kwa wananchi kuzifikia na kuzisoma. Sielewi kama taarifa hizo zilikuwa siri, labda hilo ndilo linamkwaza Waziri.

Kwa upande wangu, ninaona HakiElimu wametushirikisha vizuri wananchi ili tufahamu malengo ya MMEM, mafanikio yake na mapungufu yaliyojitokeza hadi sasa.

Ninahisi kwamba waziri hapendezwi na kazi za taasisi hii japokuwa sababu sielewi au hapendi kukosolewa. Lakini kama ana mapenzi mema na elimu ya Tanzania ni vema akapokea changamoto.

Adherence to democratic norms will spur MDG's

Patriot, The Guardian, 01/10/05

While President Mkapa was in Finland he was quoted as saying, "I am inclined to believe that the only way Millenium Development Goals are ever going to be fully discharged is when citizens of each country – rich and poor – hold their government to account."

The President understands how governments tend to functions. Without people watching closely, even the best leaders can go astray. It is, therefore, so unfortunate that his own government does not practice what the top leader preachers! Allow me to illustrate with two examples.

The Education Minister Mr. Joseph Mungai lambasted and threatened to deregister a national NGO HakiElimu. Their sin? To have produced a report that compiled findings regarding progress of the Primary Education Development Plan (PEDP).

The report highlights the need to restructure PEDP and that more needs to be done. I am compelled to ask whether that incidence is truly reflective of good governance.

The Government ought to realize the fact that NGOs and the media are central actors in a nation's path to democracy. So what is wrong with the latter fulfilling their duty in their efforts to make the government more accountable to the needs of the people?

I call upon the President to be exemplary in connection with the values and principles of good leadership that can stand constructive criticisms.

Mkapa asingemuunga mkono Mungai

Mzazi, Majira, 11/11/05

Nimesikitishwa na kauli ya Rais wetu Benjamin Mkapa kwa kuunga mkono kauli ya Waziri wa Elimu na Utamaduni kwa kuipiga marufuku asasi ya HakiElimu kufanya utafiti kwenye shule za umma.

Mimi nikiwa mzazi nilishashuhudia mtoto wangu ambaye alibahatika kuingia kidato cha kwanza katika shule mojawapo ya Serikali iliyopo hapa jijini Dar es Salaam akikosa somo la Biolojia kwa kipindi cha muhula mzima eti kwa sababu mwalimu aliyekuwa akifundisha somo hili alienda likizo ya uzazi kwa hiyo darasa lao likakosa mwalimu wa kuweza kufundisha somo hilo kutokana na upungufu uliokuwepo wa walimu.

Pia kulikuwa na upungufu wa vitabu. Kama mwanafunzi hana kitabu ilikuwa anaomba kwa mwenzake akinyimwa basi mzazi wake amnunulie na kama mzazi hana uwezo basi na mtoto wake amekosa mambo muhimu.

Muhula wa pili walibahatika kupata mwalimu wa kuwafundisha somo hilo lakini mwalimu huyo akashindwa kuanza mwanzo kwani asingemaliza muhtasari wake bali akaanzia katikati kwa hiyo mwanafunzi aliyeelewa alielewa na ambaye hakuelewa aliachwa palepale.

Hapo Rais atanieleza nini ili nimwelewe na kuona kuwa wanafunzi ambao ni watoto wetu wanasoma kwa kusaidiwa na masomo ya ziada yanayotolewa na baadhi ya walimu kwa kutoa malipo kwa sababu mwalimu huyu anajitolea kwa wakati wake ili awasaidie wanafunzi ambao hawakupata mwalimu kwa somo hilo?

Zamani miaka ya 1960 hadi kufikia miaka ya 70 kulikuwa na utaratibu wa maofisa elimu kutembelea shule na kuangalia walimu anavyofundisha huku wakitoa alama.

Hata walimu waliokuwa kwenye majaribio walikuwa wakisambazwa katika shule mbalimbali na kufuatiliwa na wakaguzi wa shule huku wakiwasikiliza wanavyofundisha, wakiangalia upungufu wa vitendea kazi vikiwemo vitabu na kukaa karibu na wanafunzi kuwauliza wanamuelewaje mwalimu anapofundisha nao walikuwa wakipata majibu.

Tofauti na sasa, walimu wengi wamejikita kwenye biashara ambazo huwauzia wanafunzi tena kwa kulazimishwa kukopeshwa badala ya kuangalia masomo. Walimu wanaotumwa kwenda kwenye majaribio ya kufundisha hunyimwa hata pesa ya kujikimu, temeshuhudia malalamiko mengi na vilio kwenye magazeti ambapo walimu hao huandika barua ya wazi kwa Waziri wa Elimu na Utamaduni wakielezea vilio vyao sijui kama huwa wanafuatiliwa na kuona kama wanacholalamikia ni kweli au ndio huachwa hivyo hivyo.

Kwa sasa majengo mengi ya shule yameboreshwa, lakini bado kuna watoto wanokaa chini, Rais Mkapa akubali kuwa wazazi wengi tulichangia kununua madawati kwenye shule ili angalau watoto wetu wakae na wasome wakiwa na furaha kuwa wanatafuta elimu na wazazi wao hawakuwatupa.

Ieleweke pia kuwa kuna baadhi ya walimu ambao ni wakali kiasi kwamba hata mwanafunzi akiwa na tatizo hawezi kudiriki kumwona mwalimu na kumweleza shida yake. Hayo tumeyashuhudia hata hapa Dar es Salaam ambako ndiko Makao Makuu ya ya Wizara ya Elimu wanafunzi wa kidato cha pili, nne na sita wakizuiwa kufanya mitihani eti kwa sababu hawajalipa ada bila kujali kuwa wanafunzi hao bado watahitaji kupata vyeti hivyo hadi wamalize ada waliyokuwa wakidaiwa lakina wanakomolewa kwa kufukuzwa wasifanye mitihani wakati wanajua kuwa baadhi ya maksi hizo ndizo humsaidia mwanafunzi zinapojumlishwa ili aweze kuendelea na masomo.

Mwanafunzi huyu huyu anategemea usafiri wa daladala ambapo huunganisha mabasi mawili hadi kufika shuleni, kupata daladala ni shida kwa kunyanyaswa na kondakta, anapofika shuleni anakuta get limefungwa eti amechelewa, mtoto anapoteza vipindi vingi tu na hawezi kumweleza mwalimu kwa sababu mwalimu huyu ni mkali na hana ukaribu na mwanafunzi wake, haya yote hutokea shuleni na yapo.

Nadhani sisi wazazi tunaosomesha watoto wetu katika shule hizi za Tanzania tukiamini kuwa elimu ya nchi yetu ni bora, haya yote tunayafahamu kwani watoto wetu hutueleza ila uwezo wa kwenda na kumwona Waziri au Rais ni mgumu mno.

Matokeo yake wanafunzi wamekuwa wakiandika barua kupitia magazeti wakilalamika ili angalau Waziri mhusika au maofisa elimu wajaribu kufuatilia matatizo hayo kwa shule zinazolalamika.

Kwa maoni yangu mambo haya yangechukuiwa na kufanyiwa kazi endapo wangekuwepo watoto wa mawaziri ambao wanasoma hapa nchini kitu ambacho ni tofauti kwani watoto wa wakubwa wengi wanapelekwa nje ya nchi kusoma huko au kutafutiwa shule za hadhi kubwa zikiwemo za kimataifa ambazo zina uangalizi mkubwa zaidi kuliko hizi za kawaida.

Si hivyo tu, mpaka sasa hivi kuna shule ambazo zina upungufu wa walimu lakini hakuna hatua zinazo chukuliwa, kuna wanafunzi ambao bado wanakaa sakafuni, kuna walimu wasiokuwa na makazi na wako mbali na shule wanazofundisha, kuna walimu ambao wamejikita kwenye biashara badala ya kuwafundisha wanafunzi na hayo yote yanaeleweka. Waziri na Elimu na Utamaduni amechukua hatua gani? Rais wa nchi pia amechukua hatua gani angalau kutatua matatizo ya walimu ambao wanakosa hata pesa ya kujikumu tu?

Rais na Waziri wa Elimu wangefanya utafiti kwanza kabla ya kupiga marufuku HakiElimu kwani wengi tunajua kuwa elimu kwa miaka hii imeshuka kiwango na nyingi zikiwa ni sababu zinazofahamika.

Basi na kipindi kinachotolea kwenye TV cha tujirekebishe kipigwe marufuku kwani kipindi hicho pia kinaelimisha wananchi mambo yanayotokea kwa jamii si ofisi ya Serikali tu hata shuleni pia yanatokea.

Ndiyo maana wengi tunasema elimu Tanzania imeshuka kwa kiwango kikubwa.

Was it really necessary to ban HakiElimu?

Joram Nasilwana, The Guardian, 11/10/05

It is really bad to note that in the final days of the Mkapa Presidency, the Ministry of Education has sought to attack an NGO that works to improve education in this country. Of course, we know that the President cares about education, and so does his Minister of Education. But certainly they both understand that HakiElimu is also working to improve the quality of teaching and learning.

If I may ask, what does the Ministry's latest attack on HakiElimu mean for other organizations or people that choose to speak about the needs of Tanzanians, and their rights? Does the Honorable President realize that these attacks on HakiElimu show that the citizens' voices and public participaton, which he claims to value are the same things, he is attacking?

One might conclude that he only says this to add flavour to his public speeches, but in reality he values other things.

HakiElimu waruhusiwe kuendelea na kazi

Joao Pintoii, Majira, 12/10/05

Naandika barua hii kuchangia matukio yaliyotokea hivi karibuni katika nchi yetu, hususan mzozo uliopo kati ya HakiElimu na Serikali kupitia Wizara ya Elimu. Nachangia hoja nikirejea matangazo ya televisheni. Katika tangazo mojawapo, wanafunzi walemavu wanashirikiana na wasio walemavu.

Kwa mara moja unaweza kuona dhana ya kutaka kuondoa unyanyapaa kwa wanafunzi walemavu, na si kuimarisha unyanyapaa. Kwa uwazi, matangazo haya yanahamasisha mabadikiko katika mfumo wa elimu ya nchi hii. Inashangaza kuona Serikali inayakataa matangazo haya.

Nani hajui kuwa bado kuna adhabu kali za viboko na kutembelea magoti katika nchi hii? Nani hajui kuwa wanafunzi wanatiwa mimba na walimu? Hii ndiyo kazi ya HakiElimu kufundisha. Si siri bado kuna matatizo makubwa katika elimu, mfano programu hizi za Mpango wa Maendeleo ya Elimu ya Msingi (MMEM), Mpango wa Maendeleo ya Elimu ya Sekondari (MMES) na Mpango wa Elimu kwa Walioikosa (MEMKWA) sasa zimekuwa vyanzo vya mafanikio kwa baadhi ya watu.

Je, huu ndio utawala bora ambao Rais Benjamin Mkapa anapigia kelele? Nadhani kuna haja ya kuangalia vizuri suala hili. Sasa hainiingii akilini kwa Serikali kuwafungia HakiElimu. Nadhani hata Rais Mkapa amemuunga mkono Mungai kutokana na kutokuwa na taarifa za kutosha kuhusiana na hali ya elimu nchini.

Naomba Rais Mkapa aangalie upya nafasi yake katika sakata hili. Napendekeza HakiElimu wapewe nafasi ya kufanya kazi. Kwa Waziri Mungai, nasema tunahitaji changamoto na kukosolewa ili tuweza kupata maendeleo.

Kufutwa kwa HakiElimu ni uonevu
Kwaslema 'Amay', T/Daima, 15/10/05

Kufutwa kwa HakiElimu ni uonevu, kwani hii ni dhahiri kuwa Serikali haitaki kupewa changamoto (challenge). Hii ni wazi, lakini ni makosa, kwani Serikali yenyewe imekuwa kwa muda mrefu, ikisisitiza uwazi na ukweli. Inakuwaje sasa kwa Serikali kukataa changamoto? Hii si demokrasia ya kweli, bali ni udikteta. Isitoshe hili shirika limefanya kazi nzuri sana.

Mfano mzuri ni pale Serikali ilipopewa changamoto kuwa elimu imepanda kiwango kimajengo tu, si elimu nzuri kwa watoto wetu wa Kitanzania.

Iacheni HakiElimu ifanye kazi

Mkereketwa wa maendeleo, Mwananchi, 18/10/05

Hivi karibuni nilisoma taarifa ya Serikali kuizuia HakiElimu kuendesha baadhi ya shughuli zake zikiwamo matangazo iliyokuwa ikiyatoa katika vyombo vya habari. Taarifa hiyo ya Serikali kwangu mimi iliniuma sana na kuona kwamba Serikali haitendi haki kwa wananchi, kwani ninachofahamu ni kwamba HakiElimu ilichokuwa ikitangaza ndio hali halisi ilivyo katika Tanzania.

Nikisema ni hali halisi namaanisha kwamba hali ya sekta ya elimu katika Tanzania kwa ujumla ni mbaya na kwamba Serikali inachopaswa kufanya ni kuiondoa hali hiyo na wala sio kuficha ukweli.

Ni kweli kwamba walemavu wengi katika Tanzania wako katika hali mbaya kielimu, hata ukiangalia hali za shule nyingi za walemavu ni mbaya, mfano halisi mazingira ya shule ya Uhuru Mchanganyiko - Dar es Salaam au kiwanda cha kuchapisha vitabu vya wasioona, kinaonekana wazi kwamba kiko katika hali mbaya.

Ninakubaliana na HakiElimu na sioni sababu kwanini inanyanyaswa kwa kuzuiwa kufanya baadhi ya shughuli zake. Au waheshimiwa viongozi wetu mnataka tuwe tunatangaza mazuri wakati hayapo? Je mnataka HakiElimu itangaze kwamba elimu Tanzania ni nzuri sana wakati si kweli?

Kuna kila sababu kwa Serikali ya Tanzania kuachia vyama binafsi kuwa huru, kwani kitendo kilichofanywa na Serikali kwa sasa kinatoa picha kwamba kumbe anayekosoa mabaya anaonekana adui. Ikumbukwe kwamba Tanzania ni nchi masikini, ili tuwe na maendeleo tunapaswa kufanya kila liwezekanalo kuhakikisha kwamba kila sekta ikiwamo elimu inakuwa imara.

Ninachotaka kusema hapa ni kwamba kukubali makosa halafu utafute njia za kuondoa makosa hayo ni jambo la msingi kuliko kitishia uhai wa wale wanaokosoa makosa. Je tutafika kwa staili hii? Kosa la HakiElimu ni nini? Waziri Mungai anasema kuna maendeleo makubwa ya sekta ya elimu, je kama ni kweli elimu ya Tanzania ni bora, ni watoto wangapi wa viongozi wanasoma shule za msingi za Serikali au za Sekondari zinazomilikiwa na Serikali?

Shule tunazo hazina ubora kwa sababu walimu wanalipwa mishahara midogo na wengi wanalipwa nje ya wakati. Pia shule nyingi hazina hata maktaba wala madawati. Je tusiseme ukweli huu? Tusiposema itakuwa ni manufaa ya nani? Nchi nyingi Duniani zimeendelea kwani Serikali huwa tayari kukosolewa, nasi tunapaswa kuiga.

HakiElimu's saga cause of Sumaye, envoy's debate

Elia Maktauwo, The Citizen, 21/10/05

The front page article of your Wednesday paper caught my attention about what transpired between our Prime Minister and the Belgium Ambassador. However, after reading the article, I was convinced that there was no clash between the two. One was saying the quality was poor and another said it was getting better.

The important aspect of the article was that it reflected the controversy arising to the banning of HakiElimu activities. No explanations are forthcoming on how damaging HakiElimu's media spots are on the achievements registered in the education sector.

No one is taking trouble to inform the public what was the real offence, which the NGO committed. Unless this is clearly explained, the government will miserably fail the test of good governance once again.

Mkuki kwa nguruwe mtamu, kwa binadamu mchungu

Happyson S. Swai, Rai, 27/10/05

Napenda kutoa shukrani kwa gazeti la Rai kwa makala zake nzuri. Napenda kutoa mchango wangu wa mawazo kuhusu kauli aliyotoa Waziri wa Elimu, Joseph Mungai, kwa HakiElimu. Kauli hiyo kutoka kwa Waziri inaonyesha jinsi asivyopenda kuambiwa kitu au kukosolewa hata kama jambo lenyewe ni la kweli.

Waziri amesahau au anashindwa kuelewa jinsi kamati za shule zilivyo tatizo kwa wananchi na mambo mengi tu wananchi walikuwa hawajui, lakini HakiElimu ikaanza kuwafungua watu macho, lakini kwa Waziri limekuwa tatizo. Kinachogomba ni nini? Au Waziri alitaka wananchi waendelee kukaa kwenye mateso hayo na utumwa mpaka lini? Linanipa shida zaidi katika akili yangu pale niliposikia Rais Benjamin Mkapa amemuunga mkono kwa kauli yake hiyo ya ukandamizaji.

Rais Mkapa mara nyingi amekuwa mkweli na muwazi, kwa hiyo ni vizuri akaendelea hivyo mpaka mwisho. Uaminifu hauna mipaka, unaweza kuwa kitu cha kitambo. Ni vizuri kupima ili maamuzi yalenge kutoa mawazo yenye pande mbili za shilingi badala ya upande mmoja tu. HakiElimu wasifanywe mkuki kwa nguruwe mtamu kwa binadamu ukawa mchungu.

Serikali haikupaswa 'kuinyonga' HakiElimu

Mwalimu Aron Masalu, Majira, 29/10/05

Makala juu ya HakiElimu kukabwa koo na Wizara ya Elimu na Utamaduni iliyoandikwa na Ezekiah Oluoch na kutolewa kwenye gazeti la *Majira* hivi karibuni haiwezi kuachwa ikapita bila kusema chochote juu ya mawazo yaliyotolewa ndani ya makala hiyo.

Matangazo yanayotolewa kwenye vyombo vya habari na HakiElimu yametokea kupendwa na kushabikiwa na watu wengi husuan wadau wa elimu, bila shaka ukijiuliza ni kwa nini yawe na mvuto kiasi hicho, utakubaliana na Bw. Oluoch kwamba aliyoyasema ni ya kweli na hivyo kitendo cha Wizara ya Elimu kupiga marufuku kazi za HakiElimu hakitakiwi kufumbiwa macho kwa kuwa kinafinya demokrasia na kuondoa umasikini wa Serikali ya awamu ya tatu katika suala zima la utawala bora na demokrasia ya uwazi na ukweli.

Kwani katika hali hii ya kawaida, watu wa hali ya chini (wanyonge) siku zote hupenda kusikia ukweli unaohusu daraja la watu wa juu kwa kuwa ukweli huwa ni sehemu muhimu ya utetezi wa mnyonge.

Hii ndiyo sababu matangazo ya HakiElimu tumeyapenda sisi wanyonge, hatuoni hata tangazo moja lililosema uongo wala uzushi, bali ni kweli tu na ni elimu imekuwa ikitolewa kwa wadau wa elimu hususan katika suala zima la uboreshaji na utekelezaji wa mipango mbalimbali ya elimu (MMEM/MMES) na uboreshaji wa elimu kwa jumla.

Katika utekelezaji wa mpango wa MMEM zipo sehemu nyingi ambazo tumeshuhudia majengo yakijengwa kwa gharama kubwa yakikwa chini ya viwango, utakuta jengo limejengwa hata kabla ya mwaka kuisha sakafu inabomoka.

Yapo pia majengo ambayo yamejengwa msingi wake ukiwa ni tope badala ya saruji, ni tangu lini msingi wa mawe na tope ukadumu? Hamuoni Watanzania watakuja kulipa madeni ambayo yatakuwa hayakufanyiwa kazi ya msingi? Kwa nini iwe taarifa hizo? Ninawashauri mkague majengo hayo mjionee wenyewe.

Mimi nadhani Waziri wa Elimu na Utamaduni, Bw. Mungai angefanya kitu cha kizalendo na cha kiungwana kama angefuatilia yeye mwenyewe, baada ya kuona na kusikia katika matangazo ya HakiElimu, kwa kutumia vyombo vingine vya serikali badala ya kupata taarifa kwa wasimamizi wa mpango wa MMEM, naamini angepata ukweli.

Hata kama HakiElimu ina makosa ya namna fulani, kuipiga marufuku si suluhu kwani zingeweza kutumika njia nyingine za kutafuta tatizo hilo kama lipo.

Tunakushauri Bw. Mungai, hata kama muda wako wa uongozi unaelekea ukingoni, jifunze kuwa na subira, walimu tumekulalamikia kwa mambo mbalimbali mengi karibu muda wote wa uongozi wako, lakini hukuonyesha kujali.

Makala ya Bw. Oluoch imebainisha wazi ni jinsi gani Wizara ya Elimu ilivyo na uozo wa kutojali watumishi walio chini yako. Serikali imejitahidi kulipa madeni ya walimu hususan walimu wa shule za msingi, lakini walimu walio chini ya Wizara ya Elimu moja kwa moja madai yao hayajalipwa yakiwemo malimbikizo ya mishahara, likizo, uhamisho na kadhalika.

Walimu bado wanaidai Serikali mamilioni ya fedha, lakini Wizara ya Elimu bado inafumba macho na kuendelea kudai kuwa imelipa madeni, ni kitu gani hicho kama si uozo?

Hivi ni mwalimu gani ambaye ni mwendawazimu anayeweza kuendelea kudai kitu ambacho ameshapewa na anacho mkononi? Bila shaka hayupo wa namna hiyo jibu linabaki palepale ni uozo. Tunamshauri Rais ajaye aiangalie kwa undani Wizara hii kwani kwa kiasi kikubwa inachangia kuporomoka kwa kiwango cha elimu kwa kutotoa huduma bora kwa wadau wake.

Tunaomba Rais ajaye atakapounda Baraza la Mawaziri ateue Waziri wa Elimu mwenye uchungu na nchi hii, hususani katika masuala ya elimu, kwani elimu ndio msingi wa maendeleo ya nchi, pia awe ni mchapakazi na anayejali walimu na anayeifahamu sawasawa taaluma ya ualimu na matatizo yake. Naamini ufanisi wa uboreshaji wa elimu utapatikana mapema.

Sisi wapenda amani tunaomba Shirika la HakiElimu liruhusiwe kufanya shughuli zake kama kawaida ili sera ya uwazi na ukweli inayokuza domekrasia iendelee kwa ari mpya, nguvu mpya na kasi mpya.

Hivi Serikali huwa inalala usingizi?
Mwananchi, Majira, 23/11/05

Mara nyingi yanapotokea matatizo yanayohusu maslahi ya wananchi kwa taasisi mbalimbali hapa nchini hakuna hatua yoyote inayochukuliwa mpaka yatokee maafa. Nakumbuka ni mambo mengi tu si kwa hili la Hospitali ya Muhimbili ambapo idadi kubwa ya wananchi wamepoteza maisha kwa kukosa huduma kwa sababu ya Serikali kupuuza malalamiko ya madaktari walioomba kusikilizwa si mara moja lakini Serikali hii inakaa kimya tu hadi maafa yanapotokea ndiyo inachukua uamuzi.

Je, hakuna anayejua kuwa nchi yetu ni maskini na watu wake wengi wana kipato cha chini kwa hiyo hospitali tunazozitegemea ni hizi ambazo zinaendeshwa na Serikali ambazo madaktari wake wanapuuzwa? Wananchi wengi waliopeteza ndugu zao kwa kukosa huduma wakati wa mgomo wa madaktari hawa Serikali itawaeleza nini hadi waamini kuwa hii ni Serikali yao na inawajali?

Maadui watatu ambao walisisitizwa na marehemu Mwalimu Julius Nyerere walikuwa ni ujinga, umasikini na maradhi, kwani ukiwa mjinga ujue kuwa utakuwa masikini, na ukiwa masikini elewa kuwa maradhi yatakumaliza.

Ni kwa nini Serikali hii aisikii vilio vya wafanyakazi wao kuanzia kwa walimu ambao ndio msingi wa kufuta ujinga nchini, kwani hao wakielimisha Taifa basi litaondokana na umasikini, ina maana viongozi hawa hawafahamu hilo?

Endapo maradhi hayatatibiwa Serikali hii itawaongoza watu walio wagonjwa tu nguvu kazi itatoka wapi ili kuleta maendeleo ya kiuchumi?

Inasikitisha kuona kuwa Serikali hii inakuwa kana kwamba imelala usingizi na inabidi kuamshwa kwa kutikiswa kwa nguvu ndio iamke na kutoa maamuzi bila kufanya hivyo hakuna kinachofanyika kwani usingizi wao ni mzito kiasi kwamba hawawezi kusikia kelele zinazopigwa huko nje.

Imefikia wakati Serikali hii ielewe umuhimu wa wananchi wake, kwani hawana uwezo wa kwenda kutibiwa nje, hali ya kipato chao inaeleweka ingawaje kimepigiwa kelele sana lakini hakuna kinachofanyika hadi ikisikia kuwa watu wameumia, wamekufa hapo utaona Serikali inavyokurupuka.

Tumeona mifano mingi tu, mbona matangazo ya HakiElimu yaliposemwa mara moja hatua ikachukuliwa ya kuyakataza yasitangazwe eti kwa kuwa yanadhalilisha watumishi wake bila kuchunguza ukweli?

Ubinafsi umetawala, kwani mbunge anapokuwa bungeni kwa kipindi kifupi tu anajijenga vya kutosha bila kuangalia kuwa mbunge huyu amewafanyia nini wananchi wake.

Lakini Serikali hii ni hodari kuunda Tume kwa ajili ya uchunguzi kitu kinachoongeza gharama bila kujielewa na kujinufaisha wajumbe wa Tume bila kufanikisha mapema kinacholalamikiwa.

Ni vizuri kuangalia maisha ya wananchi wenu kwanza kwani ndio waliowaweka madarakani.

Civil Society Statements/ Matamko ya Taasisi za Kiraia



Msimamo wa HakiElimu kuhusu Waraka namba 5 wa 2005 wa Wizara ya Elimu na Utamaduni 5 Oktoba 2005

Taarifa hii imetolewa kutokana na maombi ya wananchi, taasisi za kijamii, vyombo vya habari na wenye nia ya kufahamu msimamo wa HakiElimu kuhusu waraka uliotajwa hapo juu.

1. Waraka uliotajwa unazuia HakiElimu "kuandaa na kuchapisha taarifa/ripoti zinazohusiana na shule za Tanzania". Inasemekana kuwa hatua hii imechukuliwa kwa sababu HakiElimu (a) imekuwa "ikiivunja hadhi taswira ya mfumo wa elimu na ualimu kupitia matangazo yake" na (b) "imeshindwa kufuata mwongozo iliyopewa na Wizara ya Elimu na Utamaduni licha ya kuonywa mara kwa mara". Zaidi ya hayo, Waraka unawaagiza wakaguzi wakuu wa shule kuchukua hatua kali dhidi ya shule au chuo chochote ambacho hakitafuata maagizo ya Wizara kupitia waraka huo.

2. HakiElimu inafanya kazi kwa kuzingatia sheria za nchi. Shughuli zetu zinaendana na vifungu vya msingi vya Katiba ya nchi na madhumuni ya usajili wa shirika letu, na pia majukumu ya mashirika ya kiraia yanayoelezwa chini ya MKUKUTA na MMEM. Majukumu hayo ni pamoja na "kujumuisha na kuhamashisha ushirika wa jamii", "kutetea uwajibikaji wa wananchi wa serikali kwa watu wote", "kupashana taarifa", ukusanyaji makini na usambazaji wa taarifa za elimu kutoka na kwenda shuleni" na "kufanya uchambuzi wa sera za elimu na utetezi". Uchambuzi huru, haki ya kupata na kusambaza taarifa, uwazi, mijadala ya umma na uwajibikaji wa Serikali kwa wananchi ni kiini cha utawala bora na uwajibikaji wa kidemokrasia, na hayo yaliyotajwa ndiyo msingi unaoongoza utendaji wa kazi zetu.

3. Wananchi wa HakiElimu, Bodi na Wafanyakazi wanatathmini kwa kina waraka na pia barua tuliyopokea kutoka kwa Waziri wa Elimu na Utamaduni kuhusu zuio hilo na masharti yaliyowekwa. Kwa kuwa tunaheshimu utawala wa sheria, tunaendelea kutafuta ushauri wa kisheria. Tutawasiliana na Mheshimiwa Waziri pindi taratibu zitakapokamilika.

4. HakiElimu inaendelea kufurahia uhusiano mzuri wa kikazi na Serikali. Tunafanya kazi na Serikali katika kamati mbalimbali za ushauri na tunauhusiano mzuri na watendaji wa Serikali katika ngazi za taifa na Serikali za Mitaa/Vijiji, ikiwemo Wizara ya Elimu na Utamaduni. Kwa mwelekeo huo, tunawaomba wananchi, vyombo vya habari na wote wanaohusika kuzingatia changamoto zinazokabili maisha na uhuru wa

wananchi wa Tanzania, na mambo ya msingi yaliyojitokeza, kuliko mvutano kati ya pande zote mbili hizi.

5. Mwisho, tungependa kutumia nafasi hii kuwashukuru wananchi, walimu, taasisi zisizo za serikali, watumishi wa umma, watafiti, watendaji wa vyama vya wafanyakazi, wadau wa maendeleo na waliojitokeza kutuunga mkono. Tunawashukuru kwa mshikamano wenu, kututia moyo na maelekezo yenu. Kwa pamoja tutaweza kujenga jamii yenye elimu bora zaidi na ya kidemokrasia zaidi kwa wote.

Imetiwa saini na,
Rakesh Rajani,

Mkurugenzi Mtendaji
Kny. Bodi ya Wakurugenzi, HakiElimu

HakiElimu Statement Regarding the Ministry of Education and Culture Circular Number 5 of 2005 4 October 2005

This statement has been issued in response to numerous calls from citizens, civil society, media and interested parties to understand HakiElimu's position regarding the above mentioned circular.

1. The said circular interdicts HakiElimu from "undertaking and publishing any articles/studies regarding Tanzania Schools". This action is said to have been taken because HakiElimu is said to have (a) been "disparaging the image of the education system and teaching profession through media promotion" and (b) "repeatedly failed to conform with directives given by the Ministry of Education and Culture." Furthermore, the circular directs chief inspectors of schools to take stern measures against any school/college, which does not adhere to the Ministry's directives in the circular.

2. HakiElimu works within the laws of the land. Our engagement is consistent with fundamental constitutional articles and the memorandum of our incorporation, as well as the roles accorded to civil society organizations under MKUKUTA and PEDP/MMEM. These include "mobilizing and enhancing community participation", "advocating for accountability of its members and government to the people", "share information", "effectively collect and communicate educational information from and to schools", and "conduct education policy analysis and advocacy". Independent analysis, right to access and impart information, transparency, public debate and citizen accountability of government are bedrocks of good governance and democratic accountability, and these are the principle approaches that guide our work.

3. HakiElimu members, Board and staff are carefully studying the circular as well as a letter from the Minister of Education and Culture regarding the interdiction and a set of conditions for lifting it. Because we respect the rule of law, we have also sought further legal advice. We will respond to the Minister in due course.

4. HakiElimu seeks and continues to enjoy good working relations with the Government. We serve on a number of Government consultation bodies and collaborate regularly with a wide range of Government actors at national and local levels, including the Ministry of Education and Culture. In this spirit, we call upon the public, media and all concerned parties to focus on the critical issues and challenges facing the wellbeing and

freedom of the people of Tanzania, and the key principles at stake here, rather than the friction between two parties.

5. Finally, we take this opportunity to thank the large numbers of ordinary citizens, teachers, NGO staff, public servants, analysis, trade union officials, development partners and others who have conveyed their support to us. We appreciate your solidarity, encouragement and guidance. Together, we can build a better-educated and more democratic society for all.

Signed,
Rakesh Rajani, Executive Director
On behalf of the Board of Directors

TANZANIA EDUCATION NETWORK/MTANDAO WA ELIMU TANZANIA (TEN/MET)

TEN/MET Statement Regarding Steps Taken by Ministry of Education and Culture Against HakiElimu.

Introduction

1. TEN/MET has been following recent unjustified attacks by the Ministry of Education and Culture (MoEC) on HakiElimu with sadness and utter disappointment. TEN/MET has over 150 member organizations as NGOs, CBOs and their networks, spread throughout the country. HakiElimu is an active member of TEN/MET and our representative on several education sector consultative bodies. We, therefore, feel that a violation of the rights of HakiElimu is tantamount to a violation of the rights of citizens and civil society at large. The Constitution of the United Republic of Tanzania and Tanzania Policies guarantee rights and roles that must be respected and safeguarded by the Government.

The Constitution, Government Policies and Role of Civil Society.

2. The Constitution provides for every citizen's right to freedom of opinion and expressing to seek, receive and disseminate information and ideas through any media.

3. In his speech in Bagamoyo in 2003, President Benjamin Mkapa underscored the need for effective communication and information sharing in all directions as an important pillar in development.

4. The roles of civil society organizations (CSOs) in education, indeed in any other sector, focus on advocacy on the right to education, raising society's knowledge of key issues in education, initiating and developing innovative practices and monitoring government performance in education delivery at community level.

5. Government policies and programmes, such as MKUKUTA and PEDP, recognize the role of civil society organizations (CSOs) and their representation in consultative structures is an affirmation to that recognition.

HakiElimu Activities.

6. HakiElimu declared areas of operation in the education sector, for which it is registered, are governance and accountability as well as human rights, democracy and social justice. It seeks to facilitate communities to transform schools, to promote public dialogue and change nationwide, through policy analysis, citizen engagement and information sharing

7. The HakiElimu TV/Radio slots and the publications are within that mandate. They point to challenges that the Government, civil society and all citizens have to overcome, collectively and collaboratively. They stimulate debate and discussion. We do not see these as undermining the efforts of government.

8. The recent publication on Three Years of PEDP Implementation: Key Findings from Government Reviews is a synthesis of six official documents and does not try to present new data. It is acknowledged in the document that significant progress has been made in primary education in recent years.

Steps Taken by the Ministry of Education and Culture

9. The Ministry for Education and Culture made a scathing attack on HakiElimu accusing the latter of misleading the public by presenting false information on the achievements of PEDP. The Minister's speech, delivered at Arusha, was widely covered in the local media.

10. The Ministry of Education and Culture (MoEC) later directed HakiElimu to withdraw all TV and Radio slots. MoEC claims that the slots damage the image of the education system and of schools and teachers.

11. MoEC has written to HakiElimu to inform them that they had been interdicted from undertaking and publishing any articles/studies regarding Tanzania schools. This has been followed by MoEC issuing a circular information zonal, regional, district authorities and schools/colleges about HakiElimu's interdiction. The circular has been widely reported in the local papers.

TEN/MET Views on the HakiElimu Saga

12. Given that HakiElimu has acted to stimulate public debate on critical issues in education in Tanzania and to disseminate information in easily accessible formats, MoEC actions directly infringe on the independence of civil society, as enshrined in the Constitution, MKUKUTA and other laws.

13. HakiElimu's interdiction amounts to limiting, or better barring, civil society from participating in national development, a critical principle that is strongly advocated in MKUKUTA and PEDP.

14. HakiElimu works with communities, schools, local leaders, friends of education who are ordinary citizens and other education actors at national and local level. Barring HakiElimu from working with these groups is, in

effect, limiting and/or violating people's right to participate in the management of their schools, including monitoring impact of PEDP.

15. Goal 8 of the Millennium Development Goals (MDGs) seeks to develop systems that are rule-based, predictable and non-discriminatory, including a commitment to good governance, development and poverty reduction, nationally and internationally. HakiElimu's mission is also in the with this MDG. Its work should be supported, rather than censored.

16. Given the Constitution and policies that recognize and support the role of civil society, the HakiElimu debate smacks of being a personalized issue rather than a government stand. MoEC's actions are inconsistent with government policies and the existing positive working relationship.

TEN/MET Considered Way Forward

17. We request the Ministry of Education and Culture (MoEC) to reaffirm its recognition of the role of civil society influencing government policies and their implementation in order to restore confidence and trust for an effective sector dialogue.

18. We appeal to MoEC to withdraw the interdiction and the related circular on HakiElimu without conditions so that the challenge can be addressed through sector dialogue mechanisms such as the BEDC.

19. We request MoEC and other ministries with an education portfolio (e.g. PO-RALG, MGDC and MLYDS) to ensure that TEN/MET and its members have full access to schools and other educational institutions without intimidation and to provide expanded space to dialogue at different levels.

20. We request an audience with the Minister for Education and other senior officials in Government to discuss these points of action in order to develop a common understanding and a healthy relationship now and in the future.

GENDER ACTIVISTS DEMAND IMMEDIATE LIFTING OF MoEC BAN AGAINST HAKIELIMU IN SCHOOLS AND QUERY GOVERNMENT'S COMMITMENT TO TRANSPARENCY AND ACCOUNTABILITY

TGNP & FEMACT

We, the member organizations of the Feminist Activist Coalition (FemAct) wish to express our alarm over the banning of HakiElimu from undertaking and publishing any articles or studies regarding Tanzania schools by the Ministry of Education and Culture. We consider this an attack on all activist NGOs and well-meaning citizens of this country, as well as an attack on one of the forty member organizations of the FemAct coalition, and **demand the immediate lifting of the ban and an apology to HakiElimu.**

The banning of HakiElimu contradicts the government's stated commitment to openness and transparency at all levels, its official recognition of the role and mandate of advocacy NGOs in promoting public debate, and the call for open exchange of information that has been made over and over again by the President himself.

The rationale given for the ban is that the Executive Director of HakiElimu has been 'disparaging the image of our education system and the teaching profession of our country through his media promotion of self created caricatures masquerading as teachers and pupil's and 'has repeatedly failed to conform with directives given to him by the Ministry of Education and Culture both in writing and verbally'. According to reports on 5th October 2005 in The African, The Citizen, Mtanzania, Mwananchi and many other newspapers, the Ministry has also directed Zonal and District Chief Inspectors of Schools "to take stern measures against any school/college which does not adhere to these directives"

The stated grounds for the banning would not be taken seriously in a court of law-but then, concerned citizens must ask whether Tanzania is any longer run by the rule of law? This is one more in a series of recent government attacks on citizens and on the freedom of speech of the media and civil society organizations – the assault by prison wardens and inmates against helpless families, journalists and human rights activities in Ukonga and a similar attack on residents of Morogoro still loom in our minds.

The TV and radio slots which the Ministry of Education and Culture deplores reflect the views of many teachers, pupils, parents and others – and they cannot and will not be silenced. One way or the other, the people of Tanzania will speak out against mediocrity, corruption and harassment in any wing of government,

Just as they will speak out on behalf of equity, accountability and openness when practices by a wing of government. This is their rights and duty as citizens, just as it is the duty and obligation of government to listen to its citizens, engage in self-criticism when called for, and seek open dialogue so as to serve its people better.

What is all the more remarkable about the Ministry's negative response to the media slots is that the slots actually promote the government policy of PEDP, which calls for openness, transparency and democracy in the management of school resources; a shift form top-down governance to bottom-up democracy; equity in access to schooling; and the advancement of pupil-centred active learning. Or is this one more example of a progressive sounding policy that is worth no more than the paper on which it is printed?

The circular's second rationale is a perfect expression of the top-down authoritarian framework in which government silences all views which are different, innovative or challenging. This authoritarian practice opposes the macro policy framework of MKUKUTA, which, in contrast, promotes consultation and dialogue at all levels, and specifically calls for openness and transparency.

Where does the government really stand on democracy? Is all the talk about consultation and dialogue mere words to please the electorate? In August many hoped the Minister's verbal attack on HakiElimu was a clash of personalities. The circular, however, represents on official government position and takes this issue to another level.

The Minister's earlier threat to go to the Registrar of NGOs followed by this banning of NGO activity confirms the fears of many citizens, that the NGO Act which was recently passed by Parliament can and will be used by government to silence critical and creative voices in civil society. Today HakiElimu is banned from carrying out its activities – who will be next tomorrow? We want it to be noted that NGOs have the right to exist in Tanzania, the right to speak out without fear, and we will not be silenced.

Finally, we are honestly amazed that the government would ban a highly respected and popular activist organization on the eve of elections. What does it say about the ruling party's respect for citizenship rights, human rights and the people's right to organize and voice their views?

On behalf of our sister organization, we demand a lifting of the ban against HakiElimu by the Ministry of Education and Culture, and an apology by the Minister of Education and Culture to HakiElimu, the civil society community and all those who cherish human rights, peace and justice.

WANAHARAKATI WAHOJI UWAZI WA SERIKALI YA TANZANIA NA KUITAKA WIZARA YA ELIMU NA UTAMADUNI KUONDOA VIKWAZO DHIDI YA HAKIELIMU

TGNP & FEMACT

Sisi, Mashirika wanachama wa Mtandao wa Wanaharakati watetezi wa Haki za Binadamu na usawa wa Kijinsia (FemAct) tunachukua nafasi hii kuonesha masikitiko yetu makubwa juu ya vikwazo vilivyoweka na Wizara ya Elimu na Utamaduni dhidi ya HakiElimu ikitakiwa kutojihushisha na uchapishaji, usambazaji na uchambuzi wa taarifa zozote kuhusiana na shule za Tanzania. kwetu sisi, shambulio hili sio tu kwa asasi za Kiraia bali pia mashirika na mitandao mingi ya kiraia nchini, wapenda amani na demokrasia pamoja na watetezi wa haki za binadamu kokote waliko.

Zaidi ya yote, hili ni shambulio kwa mmoja wa wanachama muhimu ya mashirika zaidi ya arobain wa Mtandao wa FemAct. Tunataka kuondolewa mara moja kwa vikwazo hivyo na kukomesha mara moja kwa mashambulizi haya. Pia tunataka HakiElimu iombwe msamaha kwa kufanyiwa vitendo hivi.

Kufungiwa kwa HakiElimu kunapingana kabisa na nia inayosemwa kila mara ya Serikali kujenga na kuimarisha uwazi na uwajibikaji katika ngazi zote, kutambua mchango wa asasi za kiraia, uimarishaji wa mijadala ya kidemokrasia, na wito wa kutaka upashanaji habari usio na mipaka kati ya Serikali na raia ambavyo vyote hivi vimekuwa vikizungumzwa sana na Rais wa Jamhuri ya Muungano wa Tanzania mwenyewe.

Sababu inayotolewa kuhalalisha vitendo hivi eti ni kwamba Mkurugenzi wa HakiElimu amekuwa 'akipaka matope na kupotosha umma kuhusu mfumo wa elimu na taaluma ya ualimu katika nchi yetu kwa kutumia matangazo yake na vikatuni alivyojitengenezea vikiigiza waalimu na wanafunzi' na kwamba 'amekuwa mkaidi kwa maagizo yanayotolewa kwake na Wizara ya Elimu na Utamaduni kwa mdomo na kwa maandishi'. Kwa mujibu wa habari katika The African, The Citizen, Mtanzania na Mwananchi na magazeti mengine ya tarehe 5 Oktoba 2005, Wizara pia imeagiza wakaguzi wa shule wa kanda na wilaya 'kuchukua hatua kali dhidi ya shule vyuo vyovyote vitakavyoshindwa kufuata maagizo haya'

Mazingira yaliyoelezwa kupelekea mashambulizi haya ya Wizara kwa HakiElimu hayawezi kupewa uzito wowote katika chombo cha sheria, lakini raia makini wana haki ya kujiuliza kama Tanzania bado ni nchi ya utawala wa sheria? Hii ni mara ya pili katika kipindi kifupi tu ambapo serikali inapambana na raia wake, kuchezea uhuru wa vyombo vya habari na asasi za kiraia matukio ya kudhalilisha utu wa

wananchi wa Ukonga na tukio kama hilo pia Morogoro ambayo yote hayajasahaulika kabisa katika vichwa vyetu.

Matangazo na vikatuni vingi katika TV na redio ambavyo wizara inavilaani vinawakilisha maoni ya walimu, wanafunzi, wazazi na wananchi wengine wengi na haitawezekana kunyamazisha kwa namna hii. Kwa namna moja au nyingine wananchi wa Tanzania wataongea kupinga aina zozote za rushwa, upendeleo, ukatili na udhalilishaji katika sekta yoyote ile ya serikali, kama tu vile ambavyo wataongea kutetea usawa, uwajibikaji na uwazi vinapotendeka katika sekta yoyote ya serikali. Hii ni haki na wajibu wao kama raia ambavyo ni wajibu na lazima kwa serikali kuwasikiliza raia wake, kujikosoa inapotakiwa kufanya hivyo, na kujaribu kukaribisha mjadala ili kuboresha utendaji wa mambo katika kuhudumia watu wake vizuri zaidi.

Kinachoshangaza zaidi kuhusu kuchukizwa kwa wizara ni kwamba matangazo na vikatuni vinavyozungumza vinatangaza vyema kabisa sera ya serikali kuhusu Elimu kama inavyotekelezwa kupitia Mpango wa MMEM, ambao unataka kuwepo kwa uwazi, demokrasia na ushiriki wa watu katika uendeshaji wa shule na rasilimali zake, na pia kuwepo kwa ufundishaji unaomlenga na kuzingatia mahitaji na maoni ya mwanafunzi. Au, huu ni mfano mwingine wa sera ambayo haina maana tena kwa serikali zaidi ya kuwepo kwa nakala lukuki zilizochapishwa?

Sababu ya pili ya Waraka wa Wizara ni ushahidi wa dhahiri wa mfumo wa kibabe kutoka juu kuja chini ambapo serikali hunyamazisha mawazo yoyote yaliyo tofauti, mapya au yanayokosoa. Mfumo huu wa kibabe unakinzana kabisa na mfumo mzima wa Mkakati wa Kukuza Uchumi na Kupunguza Umasikini, MKUKUTA, ambao kinyume na waraka wa serikali, unataka kuwepo kwa majadiliano katika ngazi zote, na muhimu zaidi unataka kuwepo kwa uwazi na uwajibikaji.

Serikali iko wapi katika kutetea demokrasia? Je habari ya mijadala na ushirikishaji ni hadithi tu za kutuliza wapiga kura? Je sheria ya Mashirika ya Kiraia iliyopitishwa hivi karibuni inaanza kutumika kunyamazisha raia? Mwezi wa Agosti wengi waliamini vitisho vya Waziri Mungai kwa HakiElimu vilitokana na chuki yake binafsi. Waraka huu ni msimamo wa Serikali? Hiyo itakuwa ni hatua mpya ya kushungulika nayo!

Vitisho vya awali vya Waziri Mungai kwenda kwa Msajili wa Mashirika ya Kiraia ikifuatiwa na vikwazo hivi kwa mashirika ya Kiraia vinathibitisha hofu ya wananchi wengi kuwa sheria ya mashirika ya kiraia iliyopitishwa na Bunge hivi karibuni itatumia kunyamazisha sauti bunifu za mawazo mapya ya wananchi na asasi za kiraia. Juzi waandishi wa habari wamepigwa na kuvunjiwa vifaa vyao vya kazi, leo HakiElimu imezuiwa kufanya kazi za matangazo na uchambuzi, kesho nani atafanyiwa nini na nani? Tunataka ijulikane wazi kuwa vyombo vya bahari

vina haki ya kuwepo nchini; NGOs pia. Sote tuna haki ya kuzungumza, kutoa mawazao na maoni yetu bila kuogopa chochote na katu hatunyamazishwi!

Mwisho, tunashangazwa sana kuwa Serikali inaweza kuzuia shughuli za shirika linaloheshimika kama HakiElimu wakati huu tunapoelekea uchaguzi mkuu. Kashfa hii ya Wizara ya Elimu inatoa picha gani kuhusu serikali ya chama tawala kuheshimu haki za binadamu, utawala bora, utu wa mtu na haki ya watu kujiunga na kutoa mawazo yao kwa uhuru?

Kwa niaba ya shirika mwanachama mwezetu wa FemAct, tunataka vikwazo kwa HakiElimu viondolewe mara moja na Wizara ya Elimu na Utamaduni, na Waziri aombe msamaha kwa taasisi hiyo, jumuiya za kiraia na wote wapenda amani, haki za binadamu na usawa.

UDASA'S POSITION ON THE MINISTRY OF EDUCATION AND CULTURE'S (MEC) INTERDICTION OF HAKIELIMU'S ACTIVITIES IN PUBLISHING MATERIALS ON TANZANIA SCHOOLS

1. The Ministry of Education and Culture (MoEC) issued Circular Number 5 of 2005 on 08.09.2005 interdicting HAKIELIMU from "undertaking and publishing any articles/studies regarding Tanzania School, (pre primary), primary, secondary both O' Level, A' Level and Teacher Education)".

   The reasons are HAKIELIMU has been: (a) "disparaging the image of our Education system and teaching profession …." (b) "Repeatedly failed to conform with directives…" of the MoEC. Presumably, the cause for this is HAKIELIMU's publication of a review report, Three Years of PEDP Implementation: Key Findings from Government Reviews in July 2005, which brought together findings of the status of the Primary Education Development Plan (PEDP) implementation from six government reports produced between 2002 and 2004.

2. This is testified by the fact on 30.08.2005, MoEC's minister, Joseph Mungai attacked the report as propaganda aimed at waging war on the gains made in the education sector. He attacked HAKIELIMU for carrying damaging programmes in the media on education. The review process was headed by Professor Suleman Sumra, a retired Professor of Education at the University of Dar es Salaam. It is also confirmed by the action of the in 2004. In the mentioned year, HAKIELIMU produced a booklet on corruption collaboration with the Prevention of Corruption Bureau (PCB), which drew 3,000 participants; MoEC dismissed the competition through a statement to all major newspapers on the pretext that it lacked scientific groundings (sic!)

3. Contrary to the claims of MoEC in its Circular, in its report, Three Years of PEDP Implementation: Key Findings from Government Reviews, HAKIELIMU stated that the implementation of PEDP between 2002 and 2004 had brought positive changes in primary schools and that more needed to be done to improve the quality of education. This is what had also been pointed out by the six government but appears to have been neglected. This report is no more critical in its position than the six government reports: all it does is to reemphasize what needs to be done to improve education given the recommendations of the government reports.

4. HAKIELIMU is a Non-Governmental Organisation (NGO), which has been working towards the realization of equity, quality human rights and democracy in education in Tanzania in collaboration with other orgaziations and institutions including governmental ones such as PCB.

   Its activities have been geared towards facilitation of communities to transform schools and influence policies. It has also sought to stimulate creative and critical public debate and engage in critical research, analysis and advocacy in the interest of social justice and development in general. It has published booklets such as, Key Principles for Every School Committee, Friends of Education, Nidhamu Bila Viboko, Hii ndiyo Elimu? And even government documents such as President Benjamin Mkapa's speech on secondary education and MoEC's budget speeches (the latter for purposes of wider dissemination). It has also published Mwalimu Julius Nyerere collection of essays and speeches on education in a book form for wider circulation and easy accessibility. HAKIELIMU has also been sponsoring journalists investigate various issues on education, the result of which, more that 45 investigative journalistic articles appeared in the media in 2004.

5. The University of Dar es Salaam Academic Staff Assembly (UDASA) is deeply disturbed by the recent Circular by MoEC, since it clearly demonstrates that the culture of intolerance towards differing views/opinions is very deep-rooted in this country. MoEC cannot tolerate organizations such as HAKIELIMU, which have moved beyond the rhetoric of "stakeholders" to that of "public", mainly emphasizing on public debates and wide dissemination of information rather than "stakeholders" workshops.

   The Circular itself provides the impossible and violates the fundamental human and constitutional rights of our land, which uphold the freedom of expression and the right to participate in public national affairs. It also violates the elementary principles of the rule of law and good governance, since MoEC does not have the powers to stop a legally established organization from exercising its constitutional rights. What MoEC can do is to go court and seek injuction, instead of exerting powers that it does not possess.

6. UDASA as a body representing the academic members of staff of the University of Dar es Salaam, who are directly affected by this action of the Ministry, calls upon MoEC to withdraw Circular Number 5 of 2005. It

further calls upon it to desist from undue interference in public debates that aim at furthering goals of education and development in general of our nation. The culture of tolerance, criticism and self criticism is one which is expected to be upheld by a Ministry handling educational and cultural affairs.

Issued by
Prof. Chachage Seithy L. Chachage
UDASA Chairperson
5th October, 2005

TAMKO LA JUMUIKO LA ASASI ZISIZO ZA KISERIKALI KUHUSU SERA KUJIBU MATAMKO YA HIVI KARIBUNI YA WAZIRI WA ELIMU DHIDI YA HAKIELIMU NA SEKULA NA. 5 YA SERIKALI YA 2005

Jumuiko la Asasi zisizo za Kiserikali kuhusu Sera (Policy Forum) ni Chama cha Asasi 84 Zisizo za Kiserikali kinachofanya kazi Tanzania. Wakati wote tumekuwa na imani kubwa katika michakato ya maendeleo inayoongozwa na Serikali kufanikisha lengo letu la pamoja la kuboresha maisha ya Watanzania wote, na ndiyo maana tumeamua kufanya kazi kwa karibu na Wizara kadhaa za Serikali.

Wizara hizo ni pamoja na Ofisi ya Makamu wa Rais, Wizara ya Fedha, kutaja chache tu. Kwa mfano, Jumuiko la Asasi zisizo za Kiserikali linashiriki kikamilifu katika michakato ya MKUKUTA na Pitio la matumizi ya Umma na bado linaendelea kufanya hivyo. Kwa ujumla, hadi hivi sasa uzoefu wetu wa ushirikiano huo umekuwa wa kujenga na unaoleta matokeo mazuri.

Ni kwa sababu hii ndiyo maana tumeshitushwa na adhabu ambayo Wizara ya Elimu na Utamaduni imeipa Asasi mwanachama mojawapo wa jumuiko letu, HakiElimu. Wizara hiyo inaripotiwa "Kupiga Marufuku HakiElimu isifanye shughuli na kuchapisha makala/tafiti zozote kuhusu shule za Tanzania", na kutishia "Kuchukua hatua kali dhidi ya shule yoyote/chuo chochote ambacho hakitakuwa maagizo hayo".

Maudhi ya sekula hii yameripotiwa sana katika vyombo vya habari hivi karibuni. Ibara ya 18, kifungu kidogo 1 cha Katiba ya nchi yetu kinasema kwamba: "Bila ya kuathiri sheria za nchi, kila mtu ana haki na uhuru wa kutoa maoni na kujieleza na kutafuta, kupokea, na kuathiri na kusambaza taarifa na mawazo kupitia vyombo vyovyote vya habari bila ya kujali mipaka ya kitaifa"

Ni imani yetu kwamba serikali yetu inajitahidi kuwajibika kwa raia wake, na tunaamini hivi ndivyo ilivyo kwa serikali ya Awamu ya Tatu, kwamba haiwezi kupuuzia kusumbuliwa kwa watu binafsi na Asasi ambazo zinajitahidi kuisaidia Serikali katika kufanikisha lengo hili la uwajibikaji kwa raia wake.

Tunaamini kwamba Baba wa Taifa hili na Serikali yake walikiingiza kifungu hicho hapo juu katika Katiba yetu kudhihirisha kwamba sisi ni nchi ya kidemokrasia ambayo inavumilia na kuthamini kutofautiana kwa maoni. Kutofautiana kwa maoni husababisha mjadala mzuri kwa umma. Ni katika mijadala ya aina hiyo ambapo hujengwa mawazo mapya na yanayoisaida. Mjadala mzuri wa umma unaweza kufanyika pale tu ambapo raia wanapata taswira kamili iliyo sawa ya hali iliyopo. Hii ni pamoja na vipengele hasi vya hali inayohusika. Kukandamiza haki

yetu ya Kikatiba ya Uhuru wa kutoa maoni na nakujieleza ni kukandamiza haki yetu ya kujiendeleza kama watu binafsi, kama jamii na kama taifa.

Baada ya kushuhudia juhudi za serikali zilizokuwa zikifanywa pasipo kuchoka na zilizo na dhati, tunaweza kuhitimisha tu kwamba kitendo cha kuiadhibu HakiElimu hakiendani na msimamo ya Serikali. Katika hali hiyo basi; tunaiomba serikali ichukue hatua zinazofaa, kama ifuatavyo:-

1. Iondoshe mara moja upigwaji marufuku wa HakiElimu kutokujishughulisha na uchapishaji wa makala/tafiti kuhusu shule za Tanzania na kubatilisha Sekula namba 5 ya 2005 ya Wizara ya Elimu na Utamaduni.

2. Kuanzisha hatua za makusudi na thabiti kuhakikisha kwamba haki za kikatiba za watu wote na asasi zote Tanzania za "Kutafuta, kupokea, na kuathiri au kusambaza taarifa na maoni zinalindwa wakati wote.

3. Kuendeleza maongezi ya wazi, mdahalo wa umma na ushiriki kamilifu wa jumuiya ya kiraia katika michakato yote ya sera, ikiwemo elimu.

Mwisho, tunapenda kusisitiza tena kujitolea kwetu nafsi kwa mwendelezo wa ushirikiano na vyombo vyote vya Serikali na Wadau wengine wote katika kukuza haki za binadamu na maendeleo ya Watanzania wote. Tungependa kuwapo kwa mkutano na maofisa wa Serikali ili tujadili shauku zetu na kufikia suluhisho linalojenga na linalokubalika.

Gertrude Mugizi
Mratibu
Kwa niaba ya Jumuiko la Asasi Zisizo za Kiserikali kuhusu sera.
(Policy Forum)

TAMKO LA ASASI ZISIZO ZA SERIKALI ZA MKOANI MWANZA ZINAZOSHUGHULIKA NA SERA JUU YA WARAKA WA ELIMU NAMBA TANO WA MWAKA 2005

Hivi sasa Serikali duniani kote zinajitahidi kutekeleza shughuli zake katika mazingira ya uwazi, ukweli na uwajibikaji wa wananchi wake. Tumekuwa tukisikia mara nyingi kutoka kwa viongozi wetu kwamba Tanzania nayo imefanikiwa kwa kiwango kikubwa kuwa na serikali yake inayozingatia utawala bora, uwajibikaji na haki za raia wake. Tujuavyo sisi, mojawapo ya vielelezo vya serikali inayozingatia utawala bora na haki za raia ni pamoja na kuruhusu uhuru wa watu kutoa maoni na mitazamo yao, kuchangia mawazo, na hata kuikosoa serikali kwa mujibu wa taratibu zilizowekwa.

Tunaipongeza serikali yetu kwa kukubali na kuweka utaratibu wa kuwepo kwa asasi zisizo za kiserikali ambazo pamoja na mambo mengine zinatakiwa kusaidiana na serikali katika kuboresha maisha na ustawi wa raia. Asasi hizi zinatekeleza majukumu yake kwa kuzingatia taratibu za nchi zikiongozwa na sheria ya mashirika yasiyo ya serikali (NGO Act) ya mwaka 2002. Kwa maana hiyo, endapo asasi yeyote itafanya jambo linalokiuka taratibu basi sheria hii hutumika kuwajibisha asasi husika.

Sisi wanachama wa Mtandao wa Mwanza unaoshughulikia sera, tumepokea kwa masikitiko na mshangao mkubwa taarifa za Wizara ya Elimu na Utamaduni kuhusu shirika la HAKIELIMU. Katika waraka huo (Education Circular No. 5of 2005) serikali imelisimamisha shirika hilo kufanya utafiti na kutoa machapisho yoyote katika shule za awali, msingi, sekondari na vyuo vya ualimu mahali popote Tanzania bara. Tunasikitika kwa sababu mbili kubwa:

Kwanza kama tulivyosema, sheria ya asasi zisizo za kiserikali ipo, na hivyo kama HAKIELIMU imekiuka misingi ya majukumu yake basi ingeshughulikiwa kwa mujibu wa sheria hii ambapo utaratibu wake umeainishwa wazi katika vifungu Na. 20 na 21 vya sheria hii. Pili, licha ya ukweli kwamba uhuru wa kutoa maoni, kujieleza, kutafuta, kupokea na kutoa habari ni haki ya kikatiba kwa raia wote, serikali yetu imekuwa siku zote ikisisitiza uwajibikaji na utendaji unaozingatia uwazi na ukweli.

Sasa inashangaza kusikia asasi inayoungana na serikali katika kuelezea hali halisi ya elimu nchini kwa lengo la kuwawezesha wananchi kutambua mapungufu yaliyopo na kutafakari jinsi ya kuyakabili, inapigwa marufuku. Isitoshe, hata sera za kitaifa zikiwemo Mkakati wa Kukuza Uchumi na Kupunguza Umasiki (MKUKUTA) na Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) nazo zinasisitiza ushiriki wa

umma na hata kuainisha majukumu ya mashirika yasiyo ya kiserikali katika kutekeleza mipango hii ili kuongeza ufanisi.

Tunachukua nafasi hii kusisitiza kuwa asasi zisizokuwa za kiserikali zina haki na wajibu wa kushiriki kikamilifu katika michakato ya utekelezaji wa mipango mbalimbali ya serikali. Mojawapo wa wajibu wa asasi hizi kufanya utafiti yakinifu na hatimaye kuibua masuala ambayo yanahitaji kufanyiwa kazi ili kuongeza tija.

Serikali kwa upande wake inategemewa kupokea taarifa zinazotolewa na asasi hizi kama mchango wa wananchi katika kuboresha sekta husika. Ni kweli kwamba serikali imefanya mambo mengi mazuri na ya maendeleo katika kuboresha elimu. Lakini ni kweli vilevile kuwa yapo mapungufu na dosari ambazo hazina budi kufahamika wazi na wananchi pamoja na wadau wengine wa elimu ili kwa pamoja tutafute mbinu za kuziondoa. Tukumbuke kuwa wote nia yetu ni kutoa elimu bora kwa kila mtanzania. Hivyo ili lengo hili liweze kufikiwa tunapaswa kufanya kazi pamoja kila mmoja akitekeleza majukumu yake na si kuvutana au kudidimiza sauti za wadau wengine. Adui ujinga hawezi kutokomezwa kama askari wanaopigana naye wanapigana wenyewe kwa wenyewe badala ya kupambana na adui!

Kwa mantiki hii, tunaiomba serikali kupitia Wizara ya Elimu na Utamaduni ifikirie upya uamuzi wake wa kusitisha shughuli za HAKIELIMU, kwani uamuzi huu kamwe hautamnufaisha mwananchi ambaye ameshajengewa matumaini makubwa katika kupata elimu bora. Kwa kuwa tunaamini serikali yetu inawajibika kwa wananchi; inaendesha nchi kwa misingi ya kidemokrasia na ina hulka ya kukubali kukosolewa; ni mategemeo yetu kwamba itairuhusu asasi hii kuendelea na shughuli zake bila masharti yasiyo ya lazima. Aidha, serikali itafsiri dhana ya utawala bora kwa vitendo ambapo ni pamoja na kujenga mazingira ya raia wote kutoa maoni na hata kuwa na mitazamo tofauti na ule wa serikali.

Imesainiwa,
Alphonce Mutaboyerwa
Mwenyekiti wa Mtandao
AZISE, MWANZA

STATEMENT ON THE SUSPENSION OF HAKIELIMU

The Media Institute of Southern Africa (MISA) – Tanzania chapter is concerned on the suspension of HakiElimu to undertake its activities in Tanzania Mainland by the Ministry of Education and Culture as indicated in the circular referenced ED/OK/C.2/4/IV/5 of September 8, 2005.

The circular signed by Chief Education Officer of the Ministry, R.A Mpama orders Regional Administrative Secretaries, District Administrative Secretaries, Executive Directors for Districts/ Towns/Municipalities/Cities, District Education Officers, District Chief Inspectors of Schools, principals 'Teachers' Training Colleges, Head Secondary Schools in Tanzania Mainland, the Executive Director of HakiElimu and his organization to stop from undertaking and publishing articles/studies regarding Tanzania Schools, (Pre-primary, primary, secondary both O' Level and A' Level and Teachers Education) for allegedly "disparaging the image of our education system and the teaching profession of our country through his media promotion of self created caricatures masquerading as teachers and pupils and having repeatedly failed to conform with directives given to him by the Ministry of Education and Culture both in writing and verbally."

It directs Zonal and District Chief Inspectors of Schools to take stern measures against any school/college which does not adhere to these directives. MISA-Tanzania challenges this move and sees it as another weapon designed to deliberately undermine the spirit of the progress made in the recent years towards advancing the course of good governance and rule of law. It is also in gross contravention of freedom of expression as enshrined in article 18 of Tanzania constitution as amended in February 2005.

This action also contradicts the recent efforts by government to promote development of its citizens through the Poverty Reduction Strategy and the Primary Education Development Strategy. We therefore challenge the move as harsh, undemocratic and unacceptable and a violation of the right to access information and freedom of expression in our country.

The order itself is a violation of human rights because it intends to discourage publication of articles/studies regarding Tanzania schools. The order did not take into consideration the fact that education is crucial to our country thus it needs continuous follow-ups.

MISA – Tanzania understand that HakiElimu has been assisting the government to bring accountability to civil servants and management of Tanzania schools. The studies and articles published by the NGO we calculated to enhance

openness and transparently in Tanzania thus reduction of corruption.

In view of this, we join all human rights activists and Civil Society Organsiations in condemning this negative development and call for the ministry to lift its suspension as soon as possible.

Wilhelmina Balyagati
Chairperson
MISA-Tanzania FEMACT

FEMACT: UHALALI WA MSIMAMO WA WIZARA YA ELIMU NA UTAMADUNI DHIDI YA HAKIELIMU

TAARIFA KWA VYOMBO VYA HABARI
[23.11.2005]

Vyombo vya habari vimechapisha taarifa ya maandishi kutoka kwa Waziri wa Elimu na Utamaduni, Joseph Mungai, ya kuhalalisha juhudi za wizara za kuizuia HakiElimu isijishughulishe na masuala ya shule za msingi na sekondari. Taarifa hiyo ya Wizara ilichapishwa katika magazeti mengine kadhaa kwa lugha ya Kiingereza na Kiswahili tarehe 20 na 21, Novemba 2005.

Dhumuni kubwa la tamko la Waziri ni kuhalalisha hatua yake kwa kurejea kifungu cha 18 cha Katiba, na kutumia mamlaka aliyopewa na Sheria ya elimu. Alitumia kifungu cha 18 cha Katiba kinachosema, 'bila kuathiri sheria za nchi'.

Kama wengine walivyokwisha onyesha, kifungu kinachorejewa na Mheshimiwa Waziri hakipo tena – kimeshaondolewa kutoka kwenye Katiba kwa marekebisho Na. 14 ya Katiba ya nchi, ambayo yalipasishwa na Bunge April 2005.

Lengo letu ni kutilia mkazo kiini zaidi – ambalo linaonyesha uhusiano kati ya serikali na wananchi. Je serikali yetu kweli ni mtumishi wa watu, au watu ndio watumisih wa serikali? Katika mtazamo wa viongozi wa serikali kama Mhe. Mungai ambaye ni mwakilishi wa wananchi kama Mbunge na mtumishi wa serikali kama Waziri, je watu wanajitawala au wanatawaliwa na viongozi wa serikali?

Jambo hilo linahusiana haswa na tafsiri ya uraia lililomo ndani ya katiba ya taifa, ikiwemo ile iliyoko katika kifungu kilichofanyiwa marekebisho nacho kinatamka; Kila mtu: (a) anao uhuru wa kuwa na maoni na kuelezea fikra zake; (b) anayo haki ya kutafuta, kupokea na kutoa habari bila kujali mipaka ya nchi; (c) anao uhuru wa kufanya mawasiliano na haki ya kutoingiliwa katika mawasiliano yake; na (d) anayo haki ya kupewa taarifa wakati wote kuhusu matukio mbalimbali muhimu kwa maisha na shughuli za wananchi na pia kuhusu masuala muhimu kwa jamii.

Je, haki na uhuru huo una maana gani kwa viongozi wa Serikali? Katika miaka ya 1960 na 1970, dhana na tabia ya "kukosoa-kujikosoa-kukosolewa" ilisaidia sana kuainisha mijadala ya siasa kitaifa. Je hilo halina nafasi tena? Je maoni na mitazamo ya maelfu ya wanawake na wanaume, wasichana na wavulana, itanyamazishwa kwa sababu tu yanagongana na mitazamo ya Wizara moja au Waziri mmoja?

Jambo la kushangaza ni kuwa shughuli zenyewe zinazopigwa vita na Waziri ni zile zinazohamasisha na kuelimisha sera za serikali. Vipindi vya HakiElimu vya Radio na TV vimefanikiwa kuongeza uelewa na midahalo juu ya sera ya serikali ya elimu ya msingi. Taarifa ya hivi karibuni ya utekelezaji wa MMEM ilihakikisha kuwa hata

matokeo ya ufuatiliaji wa serikali yenyewe zinasambazwa kwa watu wengi, kwa kuonyesha mafanikio mazuri na mapungufu. Kwa hiyo basi, tunaweza kuitetea HakiElimu dhidi ya masharti yaliyowekwa na Waziri, kwa kuonyesha kuwa taarifa zinazotumiwa katika harakati hizo ni sahihi na za kuaminika – na kwa kweli, kwa vile zimetoka Wizarani kwenyewe.

Aidha, jambo la msingi zaidi ni kuwa katika zama hizi za uwazi na ukweli, uwajibikaji, serikali inategemewa kusikiliza watu wake kwa ustadi, kuheshimu mawazo yao na kuwa na mjadala ulio wazi. Pia, si lengo kuu la elimu ni kuendeleza raia wenye uwezo wa kuchambua na kukosoa sera za serikali na utekelezaji wake, na kutoa maoni mbadala unapotakiwa? Hii inahitaji mfumo mpya wa uongozi na namna mpya ya mawasiliano, na kwa jinsi hiyo inatoa changamoto kwa viongozi wengi wa serikali waliokuzwa kwa misingi ya kutoa amri na mfumo dume iliyopitwa na wakati. Je serikali na viongozi wake wako tayari kwenda sambamba na mabadiliko yanayohitajika kujenga demokrasia shirikishi?

Tamko kuhusu Haki na Wajibu wa Serikali kwa Asasi za Jamii na Kiraia Tanzania

Sisi, Asasi za Jamii na Kiraia tuliotia saini hapa nchini, tumefuatilia kwa karibu hatua za hivi karibuni za Wizara ya Elimu na Utamaduni kusitisha shughuli za HakiElimu. Tunashindwa kuona sababu ya haki na msingi wa kisheria wa hatua ya Wizara ya Elimu na Utamaduni. Tunaona hatua hizi zilizochukuliwa kama tishio kwa Asasi za Jamii na Kiraia Tanzania katika kufurahia haki zao na kutekeleza wajibu wao. Tunaiomba Wizara ifikirie upya uamuzi wake, iondoshe zuio hilo kwa HakiElimu, na iyakinishe tena uhuru wa msingi na wajibu wa Asasi za Jamii na Kiraia.

Katika miaka ya hivi karibuni, Tanzania imepiga hatua nzuri katika uendeshaji wa utawala bora. Serikali imechukua hatua za makusudi kufungua milango kwa wadau kushiriki vyema katika michakato ya sera za taifa. Hatua zilizochukuliwa dhidi ya HakiElimu zinatishia kudhoofisha maendeleo makubwa yaliyofanyika.

Suala hili tunaliona kuwa kubwa zaidi kuliko HakiElimu. Jambo muhimu hapa ni haki na wajibu, mamlaka na mipaka, na nafasi ya raia na asasi zao kupanga, kuwa na mawazo na maoni, na kuyaeleza kwa uhuru. Hili linauathiri utawala wa kisheria, na jinsi unavyotumika pale ambapo Dola haifurahishwi na maoni ya raia na asasi zao. Tunakutana pamoja kwa sababu tunaliona suala hili kuwa ni la kimsingi kuhusu nafasi kwa jamii za kiraia huru Tanzania.

Sheria na Sera zinazotawala kazi za Asasi za Jumuiya za Kiraia
Tunaelewa kwamba shughuli za HakiElimu zinaendana sawa na zinalindwa na sheria na sera za Tanzania; Ibara ya 18 ya Katiba ya Tanzania inahakikisha haki ya uhuru wa mawazo na kujieleza na haki ya kutafuta, kupokea na kusambaza habari na mawazo. Sheria ambazo HakiElimu imeunganishwa chini yake, miongoni mwa vipengele vingine, inaruhusu kufanya utafiti na uchanganuzi, kuchapisha na kusambaza matokeo, na kuchochea mijadala ya umma. Sheria ya Asasi zisizo za Serikali inayathibithisha majukumu hayo.

Pia, sera za taifa zinasisitiza jukumu la Asasi huru za kijamii katika maendeleo. Kifungu cha 6.3.2 cha MKUKUTA kinatambua dhahiri jukumu la Asasi huru kijamii katika kufuatilia na kutathimini matokeo ya sera na kuiwezesha jamii kufanya hivyo hivyo. Pia, kinazitaka Asasi huru kijamii "kutetea juu ya uwajibikaji wa wanachama wake na serikali kwa watu." Kifungu cha 3.4.2 cha Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) kinazitaka Asasi za Jamii ya Kiraia "kuchangia uzoefu na utaalamu wao", "kusambaza taarifa za elimu, kwa namna inayofaa, kutoka na kwenda shule, kwenye jumuia, Serikali na wadau wengine, na "kufanya uchanganuzi wa sera za elimu na utetezi".

Kazi ya HakiElimu imekuwa ikizingatia sheria na sera za nchi. Zaidi ya hayo, kwa vile Serikali imetoa nafasi kwa mjadala wa sera katika miaka ya hivi karibuni, HakiElimu na Asasi nyinginezo huru za kijamii zimeshiriki na kuchangia kikamilifu katika mchakato huo. Haya yote yanadhihirisha shauku miongoni mwa HakiElimu na Asasi nyingi huru za jamii kufanya kazi na kujadiliana na Serikali. Ni kwa sababu hii ndiyo maana tunasikitishwa sana na maudhui na kauli za Wizara ya Elimu na Utamaduni iliyochukua katika kuizuia HakiElimu.

Sababu zilizotolewa na Wizara ya Elimu na Utamaduni. Tumezichunguza sababu zilizotolewa na Wizara kuipiga marufuku HakiElimu. Waraka Na. 5 wa Wizara ya Elimu na Utamaduni imeituhumu HakiElimu kwa (a) kuivunjia hadhi taswira ya mfumo wa elimu na kazi ya ualimu nchini mwetu na (b) kuendelea kushindwa "kufuata maagizo aliyopewa na Wizara ya Ellimu." Katika hotuba aliyotoa tarehe 8, Oktoba 2005 Rais anaripotiwa kuunga mkono hatua dhidi ya HakiElimu kwa sababu Asasi hiyo huru ya kijamii inasemekana kukosoa mno na kupotosha umma kuhusu hali halisi ya elimu Tanzania. Bila kukosa nidhamu, tunashindwa kuona msingi wa kuipambanua hivyo kazi ya HakiElimu, hususani kwa maoni yafuatayo:-

1. Madai kwamba HakiElimu inakosoa mno na kuwa na mtizamo hasi tu hayatetewi na ushahidi wowote. Mapitio ya MMEM iliyoripoti katika Agosti, 2005, ambayo ndiyo yaliyochochea hatua hizi za Wizara ya Elimu (a) yanatokana na matokeo ya tafiti za Serikali tu ambazo zimerejewa kikamilifu na si utafiti mpya uliofanywa na HakiElimu (b) inaeleza kwa mpangilio, mafanikio na mapungufu dhidi ya malengo rasmi. Kwa ujumla, mengi ya machapisho ya HakiElimu – kama vile kijitabu chake kuhusu kanuni kuu za kamati za shule, vipeperushi vya MMEM, mabango yake yenye nukuhu za Mwalimu Nyerere na Rais Mkapa- vinaweza kutafsiriwa tu kama chanya na vinavyoisaidia Serikali. Matangazo ya vyombo vya habari inayoyatangaza yanawaigizaji wanaonyesha changamoto zilizojitokeza katika taarifa za utafiti kwa kukubaliwa na watu wengi. Kwa mfano, matangazo ya vyombo vya habari yanaonyesha kwamba rushwa ni changamoto katika elimu; maneno ya Waziri mhusika katika Bunge lililopita na taarifa za taasisi ya kuzuia rushwa vinathibitisha hivyo hivyo matangazo yanadhihirisha kwamba kuna upungufu wa walimu na vifaa kwa ajili ya wanafunzi wenye mahitaji maalum; taarifa za Wizara ya Elimu na taarifa nyinginezo zinathibitisha hivyo hivyo, na hili ni jambo lililowazi kwa Asasi za walemavu. Kuibua changamoto hizi kunapaswa kupokelewa kama hatua ya mwazo yakuzitatua kwa maslahi ya elimu bora kwa wote.

2. Madai kwamba HakiElimu inaikashifu kazi ya ualimu hayatoi picha halisi. Pengine, ni HakiElimu kuliko Asasi yoyoteya kijamii Tanzania inayoshirikiana kwa karibu zaidi na Chama Walimu Tanzania (CWT).

Ilishirikiana nao kuendesha utafiti mkubwa wa hali ya maisha na mazingira ya kazi ya walimu, uchunguzi wa kwanza wa aina yake kwa zaidi ya miaka 10. Utafiti huo unawasilisha ukweli na mapendekezo dhahiri ya kuboresha hali ya walimu. Pia, HakiElimu ilikisaidia CWT kuchapa tena zaidi ya nakala 10,000 za Katiba ya CWT ili wanachama wake wafahamu vizuri haki na wajibu wao. Maelfu ya walimu nchini kote wanashiriki kikamilifu katika shughuli za HakiElimu, kama vile mashindano ya insha, na mawasiliano ya mara kwa mara na chama hicho. Ukweli ni kwamba, mwaka huu CWT kiliitunuku HakiElimu cheti maalum cha utambuzi.

3. Tukijerea kwenye HakiElimu "kushindwa kufuata maagizo" yaliyotolewa na Wizara ya Elimu kunatufanya tugutuke kuhisi kwamba suala hili halikuwekwa mahali pake. HakiElimu si idara ya Serikali na wala haipaswi kuchukuliwa hivyo. Kwa hali zake, Asasi ya jamii ni huru, hazifungamani na Serikali na zinajiendesha zenyewe. Hivyo, tunashindwa kuona ni maagizo gani ambayo Wizara ina mamlaka ya kuyatoa kwa Asasi huru za kijamii ambazo zinalazimika kuyafuata kwa mujibu wa sheria. Msingi wa jamii ya kirai katika jamii ya kidemokrasia ni kuwa na uhuru na tofauti za mawazo; kwa raia na vyama vya raia kukubaliana au kutokubaliana na Serikali, wakati mwingine kushirikiana na Serikali na wakati mwingine kuipa changamoto ili mradi sheria za nchi zinaheshimiwa. Jukumu la msingi la Serikali ni kuendeleza na kulinda nafasi kwa jamii ya kiraia kufikiri na kutoa maoni yake kwa uhuru bila kuingiliwa na Serikali, hata, au hususan, pale ambapo Asasi huru za kijamii zinapoikosoa Serikali.

Masharti ya kuondosha upigaji marufuku

Tunatambua kwamba Wizara ya Elimu na Utamaduni imetoa masharti matano ya kuondoshwa upigaji marufuku kwa HakiElimu. Masharti hayo ni (a) kuondosha matangazo yote ya vyombo vya habari, (b) kukubali udhihirishaji wa uchunguzi/machapisho na Wizara ya Elimu na Utamaduni kabla ya matumizi, (c) kutoa uthibitisho kwamba HakiElimu ni Asasi halisi ya kielimu isiyo ya Kiserikali yenye makusudio mema, (d) kuhakikisha HakiElimu inaongozwa na wataalamu stadi katika elimu, na (e) hutoa maelezo yanayoridhisha kuhusu utoaji wa idhini na lengo la ripoti ya mapitio ya MMEM. Kwa heshima zote, masharti haya yanaelekea kuvunja haki za msingi za uhuru na majukumu ya Asasi za jamii ya kiraia katika demokrasia.

Sharti la kuondosha matangazo ya vyombo vya habari na kutangulia kupata idhini ya Wizara ya Elimu na Utamaduni kwa ajili ya machapisho yote ni sawa na uthibiti, na, miongoni mwa mambo mengi, ni ukiukaji wa Ibara ya 18 ya Katiba ya Tanzania. Sharti la HakiElimu kuthibitisha. Ni halisi na yenye makusudio mema ni suala la kimtizamo ambalo haliwezekani " kuthibitisha". Kwamba HakiElimu

inaongozwa na ina wafanyakazi wenye uwezo ni suala lililowazi kwa wengi wetu ambao tunaangalia ubora wa kazi zao na uchunguzi wao, na ndio maana mara nyingi tunawachagua kwenye nafasi za uongozi. Kuhusu taarifa ya mapitio ya MMEM, miongoni mwa sehemu nyingine, mamlaka ya kuichapisha yametolewa katika hali yenyewe ya MMEM na lengo limeelezwa bayana katika hati hiyo.

Tukiyachukua hayo yote kwa pamoja, msingi wa kisheria wa masharti haya ni upi basi? Tunafahamu kwamba Serikali imedhamiria kukuza na kutetea utawala wa kisheria Tanzania. Katika hali kama hii, ni wajibu wa Wizara ya Elimu na Utamaduni kueleza bayana sheria mahususi zilizovunjwa na HakiElimu, kama zipo, sheria gani mahususi zinazoipa Wizara Elimu na Utamaduni uwezo ya kuizua HakiElimu na kudai kutimizwa kwa masharti hayo hapo juu.

Hitimisho na matarajio ya baadaye

Serikali imeahidi utawala bora, haki za binadamu na utawala wa sheria. Rais ametetea uwazi, ukweli na uwajibikaji. Katika miaka ya hivyi karibuni serikali imepinga hatua katika maeneo haya na kusifiwa sana duniani kote. Matendo dhidi ya HakiElimu ni mambo mazito kwa sababu yanaturudisha nyuma na yanaonekana kuwa ni kinyume na ahadi za nchi na matarajio mema ya watu wake.

Jambo lililomuhimu hivi sasa ni kuirekebisha hali hii na kuendelea mbele kurejesha mazingira mazuri ya uhusiano wa Serikali. Asasi za kijamii zinazoongozwa na serikali kwa viwango vya kidemokrasia na utawala wa kisheria. Kwa msingi huu, tunaisihi Wizara wa Elimu na Utamaduni kufikiria msimamo wake na kuchukua hatua zifuatazo:

1. Kuondosha kizuizi kwa HakiElimu kutofanya shughuli zake na uchapishaji wa tafiti kuhusu shule za Tanzania na kutengua waraka na 5 wa 2005 wa Wizara ya Elimu na Utamaduni.

2. Kuihakikishia jamii ya kiraia kwamba haki za msingi za watu binafsi wote na asasi katika Tanzania zitalindwa wakati wote.

3. Kukuza mijadala ya wazi, midahalo ya umma na ushiriki kikamilifu wa jamii ya kiraia katika michakato yote ya sera ikiwemo elimu.

Ingawa tumesikitishwa na matukio yaliyotokea hivi karibuni, tunaahidi kuendeleza uhusiano uliojengeka na kuleta tija ambayo tumekuwa nayo na idara mbalimbali za Serikali. Kama Asasi za kijamii, tunaendelea kukaribisha maongezi na Serikali ili kutafuta maelewano na utatuzi wa matatizo kwa pande zote mbili. Tunaimani kwamba tunaweza kulitatua suala hili linalotukabili, na kuhakikishiwa kwamba jamii ya kiraia Tanzania inaweza ikajiendesha ikiwa huru bila ya woga wa kuadhibiwa kuna haja ya kuja pamoja kwa ajili ya ustawi wa watu na demokrasia ya Tanzania.

Imetiwa saini:

1. Action Aid Tanzania
2. ADAP
3. ADILISHA 4. Advancement Women Association (AWA)
5. Agency for Cooperation and Research in Development (ACORD)
6. AMANI-Early Childhood Care and Development
7. Baraka Good hope Orphans' Development
8. Campaign for Good Governance (CGG)
9. CARE International
10. CED Programme
11. CHIRIKO
12. Coastal Youth Vision Agency (CYVA)
13. CODE COZ
14. Community Active in Development Association (CADA)
15. DOLASED
16. ECOTERRA
17. FAWE Tanzania
18. FemAct Coalition
19. Fight against Fraud Crime and Corruption (FCC)
20. ForDIA
21. Gender Network for Dodoma Region (GENDOR)
22. Green Hope Youth Organisation
23. Hakikazi Catalyst
24. HakiElimu
25. Hoopoe Adventure Tours (T)
26. Information Centre of Disability
27. Institute Oikos
28. Inuka Centres for Girls Empowerment
29. Journalism Environment Tanzania
30. KIVULINI Women's Group
31. KULEANA
32. Lake Zone Art Group (LZAG)
33. Lake Zone Orphanage and Center (LAZOKA)
34. Land Rights Research and Resource Institute (LARRRI-HAKIARDHI)
35. LEAT

36. Legal and Human Rights Centre
37. Life Skill Association (LISA)
38. Maajabu-Tanzania
39. Maarifa ni Ufunguo
40. Marcus Foundation (MGF)
41. Misali Island Conservation Association
42. MISA Tan
43. Muungano wa Wavuvi Tanzania (TAFU)
44. Mwanza Development Group
45. Mwanza Policy Initiative (MPI)
46. MWAYODE
47. National Network of Organisations Working with Children (NNOC)
48. Netherlands Development Organization (SNV)
49. Norwegian People's Aid
50. Nyanza Social Economic Development
51. Nyanza Social Economic Development Association (NSEDA)
52. OXFAM GB
53. OXFAM IRELAND
54. PACT Tanzania
55. PAMOJA Trust
56. Participatory Ecological Land Use Management (PELUM)
57. PINGOS Forum
58. Policy Forum
59. Poverty Africa – Mwanza
60. Rafiki Family
61. Rukwa Association of NGOs (RANGO)
62. Sand Country Foundation
63. Save the Children UK
64. SHENDENA
65. Shinyanga Foundation Fund (SFF)
66. Shirika la Kupambana na Umaskini na Kuleta Maendeleo ya Jamii (SHIKUKUMAJA)
67. Shirikisho la Vyama vya Watu wenye Ulemavu Tanzania (SHIVYAWATA)

68. Southern Africa Human Rights NGOs Network (SAHRINGON) Tanzania Chapter
69. Swahiba Sisters
70. Taaluma Women's Group (TWG)
71. Tabora Voluntary Development Society (TADESO)
72. TADREG
73. TAMWA
74. Tanzania Education Network (TEN/MET)
75. Tanzania Forest Conservation Group (TFCG)
76. Tanzania Gender Networking Programme (TGNP)
77. Tanzania Network for Community Health Funds (TNCHF)
78. Tanzania Women Lawyers Association (TAWLA)
79. Tanzania Association for People Living with HIV and AIDS (TAPLHA)
80. Tanzania Women Living with HIV and AIDS (TAWOLIHA)
81. The Leadership Forum
82. Ujamaa-CRT
83. Umoja Community Resource Trust
84. VAHIMA Group
85. VIBINDO Society
86. Voluntary Services Overseas (VSO)
87. WAMATA
88. Women Science and Technology Association (WODSTA)
89. Women's Advancement Trust (WAT)
90. Women's Dignity Project (WDP)
91. Women's Legal Aid Centre (WLAC)
92. YMCA Mwanza
93. Youth Action Volunteers
94. Youth Empowerment for Sustainable Development (YES)
95. Youth Media Development Club
96. Youth Partnership Countrywide

Kama kuna Mashirika mengine ambayo yanaungana nasi katika tamko hili tunayaomba yatume uthibitisho uliotiwa sahihi na Mkuu wa Shirika kwa: Mtandao wa Elimu Tanzania (TEN/MET) Faksi na. 022 2152237

Statement regarding Rights and Responsibilities of Government and Civil Society Organisations (CSOs) in Tanzania

We, the undersigned CSOs, have followed closely recent actions by the Ministry of Education and Culture (MoEC) to curtail activities of HakiElimu. We fail to see the justification and legal basis for MoEC actions. We view these actions as a threat to CSOs in Tanzania to enjoy their rights and fulfill their responsibilities. We call upon the Ministry to reconsider its decision, lift the interdiction on HakiElimu, and reaffirm the fundamental freedom and roles of CSOs.

Tanzania has made considerable progress in promoting good governance in recent years. The government has taken deliberate steps to open up space for stakeholders to effectively participate in national policy processes. The measures taken against HakiElimu threaten to undermine the considerable progress that has been made.

We view this issue to be much bigger than HakiElimu. Of consequence here are the rights and responsibilities, powers and boundaries, and the space for citizens and their associations to organize, to hold views and opinions, and to express them freely. This affects the rule of law, and how it is applied when the State and CSOs disagree, or when the State is displeased with the views of citizens and their associations. We come together because we view this issue as fundamentally about the space for independent civil society in Tanzania.

Laws and Policy Governing Work of CSOs

We understand that HakiElimu's activities are consistent with and protected by the laws and policies of Tanzania. Article 18 of the Tanzania Constitution guarantees the right to freedom of opinion and expression and the right to seek, receive and disseminate information and ideas. The laws under which HakiElimu is incorporated allow it to among other aspects, undertake research and analysis, publish and disseminate finds, and stimulate public debate. The NGO Act affirms these roles.

National policies also emphasize the role of indepent CSOs in development. Section 6.3.2 of MKUKUTA explicitly recognizes the role of CSOs in monitoring and evaluating impact of policies, and enabling communities to do the same. It also calls for CSOs to advocate for accountability of its members and government to the people. "Section 3.4.2 of the Primary Education Development Plan (PEDP) calls on CSOs to contribute their experience and knowledge", "to share information", "to effectively collect and communicate educational information from and to schools, communities, governmental and other stakeholders" and "to conduct education policy analysis and advocacy".

HakiElimu's work has been consistent with the laws and policies of the land. Moreover, as the Government has opened up space for policy dialogue in recent years, HakiElimu and other CSOs have participated and contributed actively in the process. All these show a desire among HakiElimu any many CSOs to engage and dialogue with the Government. It is for this reason that we are deeply concerned by the content and tone of MoEC actions in restricting HakiElimu.

We have studied the reasons given by the Ministry of Education and Culture to interdict HakiElimu. The MoEC Circular No. 5 of 2005 accuses HakiElimu of (a) "disparaging the image of the education system and the teaching profession of our country and" (b) repeatedly failing to "conform with directives given to him by the Ministry of Education". In a speech on 8 October 2005 the President is reported to support the actions against HakiElimu because the CSO is said to be too critical and to have misled the public on the true situation of education in Tanzania.

We respectively fail to see the basis for the above characterization of HakiElimu's work, particularly in view of the following:

1. The claim that HakiElimu is too critical and overly negative is not supported by the evidence. The PEDP Reviews report it published in August 2005, which seems to have sparked off the actions by MoEC, is (a) composed entirely of finds from Government reports that are exhaustively referenced and no new research done by HakiElimu and (b) systematically mentions achievements as well as gaps against official targets. Overall, many of HakiElimu's publications – such as its booklet on key principles for school committees, its popular information sheets on PEDP, its posters with quotes of Mwalimu Nyerere and President Mkapa – can only be construed as positive and supportive of Government. The media spots it broadcasts have actors depicting challenges shown extensively in research reports and widely acknowledged by the public. For example, the media sports show that there are insufficient teachers and materials for children with special needs; MoEC and other reports confirm the same, and this is open knowledge to disability organizations. Raising these challenges should be welcomed as the first step to solving them in the interest of quality education for all.

2. The claim that HakiElimu disparages the teaching profession does not ring true. HakiElimu, perhaps more than any other Tanzanian CSO, cooperates closely with the Tanzania Teacher's Union (TTU). It collaborated with them to conduct a large study of The Living and working Conditions of Teachers, the first of its kind in over ten years. The

study presents facts and concrete suggestions to improve the wellbeing of teachers.

HakiElimu also supported TTU to reprint over 100,000 copies of the TTU Constitution so that its members could be well informed of their rights and responsibilities. Thousands of teachers throughout the country participate actively in HakiElimu's activities, such as its public essay competitions and correspond regulary with the organization. In fact, the TTU presented HakiElimu with a special certificate of recognition this year.

3. The reference of HakiElimu 'failing to conform to directives' give by MoEC strikes us as misplaced. HakiElimu is not a department of the Government and should not be treated as such. By their very nature, CSOs are independent, ' non-governmental' and self-governing. As such, we fail to see which directives the Ministry has the mandate to give to CSOs, which they are obliged by law to follow. The essence of civil society in a democratic society is to have freedom and diversity of opinion; for citizens and citizen associations to both agree and disagree with Government is to promote and safeguard the space for civil society to think and express itself independently of Government; even or especially when citizens and CSOs are critical of Government.

Conditions for Lifting the Interdiction

We understand that MoEC has stated four conditions for lifting the interdiction on HakiElimu. These are (a) withdraw all media spots, (b) agree to prior approval by MoEC of all studies/publications, (c) provide proof that HakiElimu is a genuine well intentioned education and (d) provide satisfactory explanation regarding authorization and objective of the PEDP Review Report. With all due respect, these conditions appear to violate the very basic freedoms and roles of CSOs in a democracy.

The requirement to withdraw media sports and to seek prior approval from MoEC for all publications is tantamount to censorship, and violates among others Article 18 of the Tanzanian Constitution. The requirement for HakiElimu to prove it is genuine and well intentioned is a subjective matter and impossible to 'prove'. That HakiElimu is led and staffed by competent officers is clear to many of us who observe the quality of their work and analysis, and that is why we have often elected them to positions of leadership. Regarding the PEDP Reviews Report, the mandate for publishing it is provided in, among others, the PEDP document itself and the objective is stated clearly in the document.

Taking them as a whole what indeed is the legal basis for the conditions? We know the Government fully intends to promote and uphold the rule of law in Tanzania.

This being the case, it is the responsibility of MoEC to clearly state which specific laws have been broken by HakiElimu, if and, and which specific laws give MoEC the powers to interdict HakiElimu and demand compliance with the above conditions.

Conclusion and the Way Forward

The Government has committed itself to good governance, human rights and the rule of law. The President has championed transparency, openness and accountability in recent years; the Government has made progress in these areas and received accolades from around the world. The actions against HakiElimu are of serious concern, because they represent a step backwards and appear to be contrary to the commitments of the country and cherished aspirations of its people.

What is important now is to rectify the situation and move forward to reinstate an environmental of healthy Government CSO relations governed by democratic standards and the rule of law. In this light, we urge MoEC to reconsider its position and to take following action:

1. Lift the interdiction on HakiElimu from undertaking and publishing studies regarding Tanzanian schools and retract the MoEC Circular No. 5 of 2005.

2. Reassure civil society that the basic rights of all individuals and organizations in Tanzania will be safeguarded and protected at all times.

3. Promote open dialogue, public debate and full participation of civil society in all policy processes, including education.

While we regret recent events, we are committed to sustaining the constructive and productive relationship we have enjoyed with various parts of Government. As CSOs, we continue to welcome dialogue with Government to seek mutual understanding and resolution. We are confident that we can resolve the issue at hand and be reassured that civil society can operate independently in Tanzania without fear of retribution. We need to come together, for the sake of the wellbeing of the people and democracy of Tanzania.

Signed:

1. Action Aid Tanzania
2. ADAP
3. ADILISHA 4. Advancement Women Association (AWA)
5. Agency for Cooperation and Research in Development (ACORD)

6. AMANI-Early Childhood Care and Development
7. Baraka Good hope Orphans' Development
8. Campaign for Good Governance (CGG)
9. CARE International
10. CED Programme
11. CHIRIKO
12. Coastal Youth Vision Agency (CYVA)
13. CODE COZ
14. Community Active in Development Association (CADA)
15. DOLASED
16. ECOTERRA
17. FAWE Tanzania
18. FemAct Coalition
19. Fight against Fraud Crime and Corruption (FCC)
20. ForDIA
21. Gender Network for Dodoma Region (GENDOR)
22. Green Hope Youth Organisation
23. Hakikazi Catalyst
24. HakiElimu
25. Hoopoe Adventure Tours (T)
26. Information Centre of Disability
27. Institute Oikos
28. Inuka Centres for Girls Empowerment
29. Journalism Environment Tanzania
30. KIVULINI Women's Group
31. KULEANA
32. Lake Zone Art Group (LZAG)
33. Lake Zone Orphanage and Center (LAZOKA)
34. Land Rights Research and Resource Institute (LARRRI-HAKIARDHI)
35. LEAT
36. Legal and Human Rights Centre
37. Life Skill Association (LISA)
38. Maajabu-Tanzania
39. Maarifa ni Ufunguo
40. Marcus Foundation (MGF)
41. Misali Island Conservation Association

42. MISA Tan
43. Muungano wa Wavuvi Tanzania (TAFU)
44. Mwanza Development Group
45. Mwanza Policy Initiative (MPI)
46. MWAYODE
47. National Network of Organisations Working with Children (NNOC)
48. Netherlands Development Organization (SNV)
49. Norwegian People's Aid
50. Nyanza Social Economic Development
51. Nyanza Social Economic Development Association (NSEDA)
52. OXFAM GB
53. OXFAM IRELAND
54. PACT Tanzania
55. PAMOJA Trust
56. Participatory Ecological Land Use Management (PELUM)
57. PINGOS Forum
58. Policy Forum
59. Poverty Africa – Mwanza
60. Rafiki Family
61. Rukwa Association of NGOs (RANGO)
62. Sand Country Foundation
63. Save the Children UK
64. SHENDENA
65. Shinyanga Foundation Fund (SFF)
66. Shirika la Kupambana na Umaskini na Kuleta Maendeleo ya Jamii (SHIKUKUMAJA)
67. Shirikisho la Vyama vya Watu wenye Ulemavu Tanzania (SHIVYAWATA)
68. Southern Africa Human Rights NGOs Network (SAHRINGON) Tanzania Chapter
69. Swahiba Sisters
70. Taaluma Women's Group (TWG)
71. Tabora Voluntary Development Society (TADESO)
72. TADREG
73. TAMWA
74. Tanzania Education Network (TEN/MET)
75. Tanzania Forest Conservation Group (TFCG)

76. Tanzania Gender Networking Programme (TGNP)
77. Tanzania Network for Community Health Funds (TNCHF)
78. Tanzania Women Lawyers Association (TAWLA)
79. Tanzania Association for People Living with HIV and AIDS (TAPLHA)
80. Tanzania Women Living with HIV and AIDS (TAWOLIHA)
81. The Leadership Forum
82. Ujamaa-CRT
83. Umoja Community Resource Trust
84. VAHIMA Group
85. VIBINDO Society
86. Voluntary Services Overseas (VSO)
87. WAMATA
88. Women Science and Technology Association (WODSTA)
89. Women's Advancement Trust (WAT)
90. Women's Dignity Project (WDP)
91. Women's Legal Aid Centre (WLAC)
92. YMCA Mwanza
93. Youth Action Volunteers
94. Youth Empowerment for Sustainable Development (YES)
95. Youth Media Development Club
96. Youth Partnership Countrywide

Any other organizations interested in joining us in this statement please submit your endorsement (signed by the Chief Executive of your Organization) to: Tanzania Education Network (TEN/MET) Fax No: 022 2152237

TEN/MET Statement in Response to the Press Release by the Minister for Education and Culture of 18 November 2005

TEN/MET is obliged to respond to the Press Release by the Honorable Minister for Education and Culture because it addresses us specifically and the issue discussed is of great importance to our members.

1. The Minister bases his actions against HakiElimu on the Education Act of 1978 (as amended). We have studied the Act and find that it does not give powers to halt the activities of HakiElimu (or any other NGO for that matter) from undertaking public awareness work, studies or analysis. We find that the Education Act is in fact rather silent about the role of NGOs with the exception of those that run schools. The applicable laws in this case would be the ones under which NGOs are registered, the NGO Act and key policies such as MKUKUTA and PED that explicitly define the roles and powers of NGOs.

2. Section 5 (1) of the Education Act states that the Minister may "subject to the provisions of this Act, and of any other written law in that behalf, do any act or thing which in his opinion is designed to or may further the promotion of education, having regard at all times to national interests and the interest of the people of the United Republic". The powers granted herein would appear to be ones that cannot exceed other laws. Moreover, since HakiElimu publications and radio and TV spots are aimed at raising people's awareness and stimulating debate on good governance, transparency and accountability in education in Tanzania, we fail to see how these could be contrary to public interest in the first place.

3. The claw-back clause referred to by the Minister regarding Article 18 of the Constitution in fact no longer exists in the amended version and does not apply. It would therefore appear to us that rights to freedom of opinion, expression and communication under the Constitution are ones that cannot be constrained by any other law. That is why so many of our members, and citizens at large, are of the view that the Minister's actions may have violated the Constitution.

4. In a democracy, the roles of NGOs are clear. They are based on the right to freedom of association foremost, and include promotion of development and democracy. The activities that HakiElimu and other TEN/MET members do – research, analysis, sharing information, advocacy focused on challenges – are in fact consistent with this role.

5. The Primary Education Development Plan (PEDP) – the main documents of recent work in basic education in our country – in fact

defines these roles well. Among others, it states that NGOs and CSOs have the duty:

- To share information and facilitate meaningful community participation in primary and non-formal education
- To effectively collect and communicate educational information from and to schools, communities, government and other stakeholders
- To conduct education policy analysis and advocacy

MKUKUTA ascribes similar roles to CSOs. TEN/MET members are actively involved in activities that are consistent with these roles, and we have not seen the Ministry make any demonstrable case as to how the actions of HakiElimu are contrary to these roles. To this day it is not clear which law HakiElimu has broken.

6. The fact remains that the issues raised by HakiElimu in its reports and media work are true based on information that is readily available in many research reports, as well as confirmed by many of our members across this country. We urge the Minister and NGOs to move beyond and focus on these issues, to understand them well and to find practical solutions t them in the interest of quality education for all in Tanzania.

7. While this particular instance affects HakiElimu, one of our members, the concern is much larger. Many of our over 100 members feel that this instance threatens the rights and roles of NGOs and civil society as a whole in Tanzania, and that we cannot remain silent when the fundamental independence and autonomy of NGOs and citizens are threatened.

8. We therefore, with all due respect, reiterate TEN/MET's earlier appeal to the Ministry of Education and Culture to:

    - Reaffirm the role of civil society in influencing government policies and their implementation in order to restore confidence and trust for un effective partnership.
    - Withdraw the interdiction and related circular on HakiElimu without conditions and address the challenges through sector dialogue mechanisms, and
    - Grant us audience with the Minister for Education and other senior

Government officials to discuss each party's concerns in order to develop a common understanding and a healthy relationship now and in the future.

9. As always we remain committed to cooperate with the Government in the interest of access, quality and equity in education. It is our earnest hope that we will be able to move forward in that direction.

Signed,
Blastus Mwizarubi
TEN/MET Chairperson
24 November 2005

CIVICUS: Ban on NGO violates civil society's freedom of expression

13 October 2005 – CIVICUS is seriously concerned by the Government of Tanzania's decision to ban the respected education rights organization HakiElimu from undertaking and publishing any further research studies and articles on the Tanzanian education system.

On 8 September 2005, the Tanzania Ministry of Education and Culture issued Circular No. 5 of 2005, accusing the Executive Director of HakiElimu of repeatedly failing to conform to directives given to him by the Ministry and disparaging the image of the education system and the teaching profession.

The circular was issued following the release of HakiElimu's report in late July, Three Years of PEDP *(Primary Education Development Plan) implementation:* Key *Findings from Government Reviews*. The report praises increased enrolment and teacher recruitment, but identifies issues of quality of education, institutional weakness and sustainability.

The ban imposed on HakiElimu is in violation of the inalienable right to freedom of opinion and expression, as guaranteed in Articles 18 of the *Constitution of the United Republic of Tanzania, as well as the African Charter on Human and Peoples' Rights* (Article 9), and the *International Covenant on Civil and Political Rights* (Article 19), to which Tanzania is a party.

The ban also stifles public debate and curtails civil society, in contradiction to the government's recognition of the role of advocacy NGOs to evaluate and monitor polices, as stated in the PEDP (pg.22) and the National Strategy for Growth and Reduction of Poverty (MKUKUTA) (pg.57).

CIVICUS, a coalition of an estimated 1,000 civil society members in 105 countries, lends its support to the statements issued by Tanzania non-governmental organizations, condemning the ban as undemocratic and in violation of the rights of civil society to express opinion and to disseminate information. These NGOs include Media institute of Southern Africa, Tanzania (MISA); Tanzania Education Network (TEN/MET); Policy Forum, Tanzania; University of Dar es Salaam Academic Staff Assembly (UDASA); Tanzania Gender Networking Programme (TGNP); Feminist Activist Coalition (FemAct); and Southern Africa Human Rights NGO Network (SAHRINGON).

We ask NGOs and concerned individuals to support HakiElimu by writing letters to the editors of major Tanzania newspapers (listed below), asking the government to:

1. Immediately lift the interdiction on HakiElimu from undertaking and publishing articles/studies on Tanzanian schools and rescind the Ministry of Education and Culture Circular No. 5 of 2005

2. Take concrete actions to protect and guarantee the right to freedom of expression and opinion for all NGOs, media and individuals in Tanzania.

3. Support and encourage public dialogue and the participation of civil society on all policy issues, including education

For more information on HakiElimu, visit www.hakielimu, or email info@hakielimu.org

For more information on CIVICUS, visit www.civicus.org, or www.civilsocietywatch.org or email cswatch@civicus.org

MSIMAMO WA MTANDAO WA MASHIRIKA YASIYO YA KISERIKALI YA HAKI ZA BINADAMU KUSINI MWA AFRIKA (SAHRINGON) TAWI LA TANZANIA

Mtandao wa Mashirika ya Kutetea Haki za Binadamu Kusini mwa Afrika (SAHRINGON) Tawi la Tanzania, umepokea kwa mshangao na mshituko mkubwa habari kuwa Wizara ya Elimu na Utamaduni kupitia Waraka wake Namba 5, wa 2005 ulitolewa tarehe 8 September, 2005 imepiga marufuku na kuwekea vikwazo Shirika la HakiElimu kutojihusisha na uchapishaji, uchambuzi na usambazaji wa taarifa zozote zinazohusiana na shule za Tanzania pamoja na vyuo vya ualimu.

Kwa mujibu wa taarifa kupitia vyombo vya habari, Waraka huo uliosainiwa na Ofisa Mkuu wa Elimu katika Wizara ya Elimu na Utamaduni, unaziagiza shule zote za msingi, sekondari na vyuo vya ualimu kutojihusisha katika utafiti utakaofanywa na HakiElimu. Waraka huo pia unaagiza Wakaguzi wa Kanda na wa Wilaya kuchukua hatua dhidi ya shule au chuo chochote kitakachokaidi agizo hilo 'halali'la Serikali.

Hatua hii inakuja baada ya Agosti 30, 2005 Waziri wa Elimu na Utamaduni, Joseph Mungai kuelezea hadharani kuchukizwa kwake na matangazo ya HakiElimu yanayotokana na utafiti uliofanywa na vyombo mbalimbali vikiwemo vya Serikali. Kwa mujibu wa Waraka wa Serikali, matangazo ya HakiElimu yana nia ya kuipaka matope Sekta ya Elimu na taaluma ya ualimu nchini huku Mkurugenzi Mtendaji wake akikataa kufuata maelekezo ya Wizara hiyo.

Mtandao wa Haki za Binadamu unaichukulia hatua hii ya Serikali kuwa imekwenda kinyume na Katiba ya Nchi inayohakikisha na kuwapa watanzania wote uhuru wa kujieleza, kupashana habari, haki na kupata na kusambaza taarifa, uwazi, mijadala ya umma, n.k. kama inavyoelezwa na Ibara ya 18 ya Katiba ya Jamhuri ya Muungano wa Tanzania, 1977.

(a) "Bila kuathiri sheria za nchi, kila mtu yuko huru kuwa na maoni yeyote na kutoa nje mawazo yake, na kutafuta, kupokea na kutoa habari na dhana zozote kupitia chombo chochote…"

(b) "Kila Raia anayo haki ya kupewa taarifa wakati wote kuhusu matukio mbalimbali nchini na duniani kote ambayo ni muhimu kwa maisha na shughuli za wananchi na pia juu ya masuala muhimu kwa jamii"

Hivyo hatua hii ni uvunjaji mkubwa wa haki za binadamu na yenye mwelekeo wa utawala wa kiimla/kidikteta usiojali maoni ya wananchi. Na inapingana kabisa na

juhudi nzuri za Serikali katika dhana ya ushirikishwaji na majukumu ya Mashirika ya Kiraia kama yanavyoelezwa chini ya MKUKUTA na MMEM.

Ghadhabu za Mh. Mungai zimeanza baada ya HakiElimu kutoa taarifa ya utafiti kuhusu miaka miatu ya utekelezaji wa Mpango wa Maendeleo ya Elimu ya Msingi iliyotolewa Julai mwaka huu ambayo sehemu yake ilitokana na taarifa mbalimbali za Serikali na sehemu nyingine ilitokana na michango ya wadau.

Tumeridhika kuwa kauli na hatua hii inatokana na hali ya baadhi ya viongozi kutotaka kukosolewa hata kama ukosaji huo ni wa kujenga na kuboresha utendaji kazi kwa manufaa ya Watanzania wote. HakiElimu iliyoruhusiwa kikatiba na inayofanya kazi zake kwa mujibu wa sheria za nchi, ina haki ya kueleza mawazo yake na matokeo ya utafiti wake bila kutishiwa kwani hizi ni baadhi ya haki zake za Kikatiba. Ikiwa utafiti au mawazo hayo yana upungufu, yanapaswa kukosolewa kwa utafiti au taarifa zenye usahihi zaidi.

Wizara ya Elimu na Utamaduni ndiyo yenye dhamana ya elimu kwa Watanzania na hivyo inashangaza Wizara hii kukataza utolewaji wa elimu kwa njia ya utafiti na ukosoaji wa utekelezaji wa baadhi ya mipango ya Serikali.

Hivyo, tunaitaka Serikali ya Awamu ya Tatu **kuondoa mara moja zuio hili** ili imalize ngwe yake vizuri kama ilivyoanza bila kuacha doa kubwa katika historia. Pia tunaitaka Serikali **ichukue hatua za kuhakikisha kwamba vitisho na matukio mengine kama haya hayatokei tena na kwamba kila Mtanzania, vyama mbalimbali na mashirika yasiyo ya Kiserikali yana uhuru wa kutafuta, kutoa, kupokea na kusambaza taarifa kwani hizi ni haki za Kikatiba zenye kuimarisha utawala wa demokrasia.**

Rehema J. Kerefu (Mrs. Sameji)
Kaimu Mkurugenzi Mtendaji
Kwa niaba ya Wakurugenzi wa Bodi na Wanachama wa Mtandao wa Mashirika yasiyo ya Kiserikali ya Haki za Binadamu Kusini mwa Afrika (SAHRINGON) Tawi la Tanzania.

GLOBAL CAMPAIGN FOR EDUCATION
20th October 2005

Honourable Minister of Education Joseph Mungai
The Global Campaign for Education is a worldwide alliance of civil society organizations working to promote the right of every individual to a quality basic education. Our members include national education coalitions across Africa, Asia and Latin America; the African Networks Campaign on EFA; Education International, a global teachers' union federation representing over 26 million teachers worldwide; and major international NGOs such as Oxfam, ActionAid, Save the Children, Plan, Care and World Vision.

GCE has been a vocal champion of your ministry's achievements in education, especially the Universal Primary Education policy. We have documented Tanzania's UPE success story in several high-profile international publications and have strongly lobbied rich countries to support Tanzania with increased aid and debt cancellation.

Since the advent of UPE in 2001/2, we have observed with respect and satisfaction the development of a strong and positive relationship between your ministry and civil society, notably TEN/MET that is a GCE member. The constructive partnership that has emerged between the Tanzanian government and NGOs in developing, implementing and monitoring the UPE programmes has exemplified the true spirit of 'partnership' as set out in the Dakar Education for All declaration and offers many lessons that other countries should emulate.

We were disappointed, therefore, to learn that you have recently issued a circular that prevents the NGO HakiElimu from undertaking research in Tanzania schools. Together with our members, ANCEFA and TEN/MET, we respectfully ask you to reconsider this directive.

We believe that careful independent monitoring of the implementation and impact of key government policies is one the most valuable contributions that civil society organizations can make and one which can bring clear benefits to government. Studies such as the ones done by HakiElimu provide officials with alternative sources of information and data, and an early warning system for problems on the horizon; sustain political support by raising the profile of the programme with the media, MPs and the public at large; ensure that local communities have the motivation and information needed to participate actively; and enhance the accountability of all stakeholders to see that the policy is successfully delivered. Similar field research carried out in 2001 by other NGOs, for example, is widely accepted to have made an important contribution to building the government's case for removing school fees in the face of initial opposition from the IMF.

Blocking monitoring studies whenever there are differences (political or methodological) over the findings does not make the UPE programme more likely to succeed; in fact it deprives the UPE programme of an important way to keep stakeholders engaged, motivated and mutually accountable. Indeed, at the end of the day the government's robust UPE achievements will only be enhanced, not diminished, by independent scrutiny. Welcoming, rather than rejecting criticism sends the clear message that government is confident in the quality of its flagship programmes, and sufficiently committed to the underlying goal of giving every child a free quality education to rise above minor party political concerns.

In this connection, we note that while the HakiElimu study points out some concerns in the ongoing implementation of UPE, it also provides independent verification, publicity and support for the central achievements of UPE, including a nearly 50:50 ratio of girls to boys in schools and the recruitment of tens of thousands of new teachers.

As for the issue of the high teacher to pupil ratios facing schools in some regions such as Shinyanga, we believe the HakiElimu study provides a useful basis for concerted collaboration between the government and the NGO community to pressure the donor community, which has repeatedly failed to provide sufficient funding for recurrent costs, thereby breaking its promises that no country seriously committed to achieving Education for All will lack the resources needed to do so. Donors have a clear responsibility to ensure that Tanzania has the predictable, long-term financing needed to guarantee a quality basic education in all parts of the country, including above all an adequately staffed and well-trained teaching force. This issue is and will remain a priority for GCE globally as well for our African and Tanzanian members

GCE continues to campaign for donors and international financial institutions such as the Work Bank and IMF to stop imposing their own priorities and conditions on our countries. Rather than having to dance to the donors' tune we want our governments to get their mandate from the people and to be accountable to the people. This can only encourage information and free and lively media debate.

For all of these reasons, Honourable Minister, we hope that you will meet with HakiElimu and other civil society stakeholders at the earliest possible opportunity in order to resolve misunderstandings and put on a firm future footing the productive partnership with civil society that has contributed so much to the success of Tanzania's UPE programme to date.

Yours sincerely,
Kailash Satyarthi
President, Global Campaign for Education

News/Habari


SIRIKALI
DO! YAANI HATA UKITUMIA JINA LA HAKI HOYO BWANA MKUBWA HATISHIKI!
HAKI ELIMU
Mwananchi 09/10/05 pg 7

Education NGO angers Mungai

Daily News, 31/08/05

The Minister for Education and Culture, Mr. Joseph Mungai, has reacted angrily to sweeping allegations by an education non-governmental organization that the Primary Education Development Programme (PEDP) is a non starter and has threatened to ask for its deregistration.

Speaking here on Monday night, Mr Mungai cautioned the organization, HakiElimu, for misleading the public on achievements registered in the education sector.

Minister Mungai's remarks follows a report issued last week by HakiElimu and various spots TV advertisement in which it argues that PEDEP has not been as successful as portrayed by various parties.

He said according to available data, the number of primary school pupils has almost doubled during the past 10 years – from 3.8 million to 7.5 million, while the number of primary schools has gone up by 30 percent during the same period from 10,927 to 14 and 257.

Other achievements are the reduction of the number of children of school age who are not attending classess, construction of staff houses and purchases of text books.

However, last week HakiElimu issued a report on PEDP review in which it is stated that enrolment target has not been met by 17 percent, with less regirested girls, construction of 11, 500 less class rooms and availability of 549,083 desks instead of the envisaged 1.8 million.

"If HakiElimu continues to issue sensational statements on the performance of the sector, I will lodge my complaints to the registrar of NGOs and ask for its dregistration," Mr. Mungai said here during a function to award students who emerged winners in an essay competition organized by the East African Community (EAC) secretariat.

Mr. Mungai said the education sector welcomed criticisms form outsiders based on facts.

"My teachers work very hard and under difficult circumstances. They should not be intimidated," he said, stressing that isolated cases of misbehavour among a few teachers should not be a basis for mudslinging the entire profession.

He said HakiElimu's style of identifying problems facing the education sector was wrong, as the NGO neither involved key stakeholders in the sector nor did it hire professionals to conduct research.

Mr Mungai wondered the motive behind HakiElimu's move to invite people to complete in highlighting problems facing the education sector and in creating characters that impersonated bogus education officers in television adverts.

"That's their own creation, we don't have single teacher trained to behave in such manner," he said, adding that criticism should be based on objectives of a particular activity instead of sensationalising issues.

HakiElimu wazushi – Mungai

Paul Sarwatt Nipashe, 31/08/05

Serikali imesema imegundua kuwa shirika lisilo la kiserikali la HakiElimu kwa makusudi limekuwa likipotosha taarifa za Mpango wa kuboresha Elimu ya Msingi (MMEM) na ule wa kuboresha elimu ya sekondari ili kurahisisha kazi ya kupata fedha kutoka kwa wafadhili.

Imesema hata hivyo fedha hizo zinatumika katika kuwakodi wataalam mamluki wanaoandika taarifa za kulinufaisha shirika hilo.

Hayo yalisemwa juzi na Waziri wa Elimu na Utamaduni Bw. Joseph Mungai ameliagiza shirika hilo kuacha mara moja vitendo hivyo ambavyo alisema vinalenga katika kupotosha umma wa Tanzania.

Bw. Mungai alikuwa akizungumza kwenye mkutano mkuu wa mwaka wa elimu unaoendelea katika kituo cha mikutano ya kimataifa cha AICC jijini Arusha.

Alisema kwa muda mrefu sasa shirika hilo limekuwa likitoa matangazo na takwimu za uongo kuwa mpango huu wa serikali kuhusu elimu haujafanikiwa na badala yake umedidimiza kiwango cha elimu nchini.

Alisema madai hayo ni ya uongo na uzushi mtupu lengo likiwa ni kupata fedha kutoka kwa wafadhili.

Wizara yangu imegundua kuwa shirika hilo linaongozwa na mtu ambaye hana taaluma ya elimu lakini anatumia mbinu ya uvumishaji wa taarifa potofu zenye lengo la kuombea fedha kwa wahisani ambazo anazitumia kuwakodisha wataalum mamluki wamwandikie taarifa anazozitaka yeye kwa mtindo wa "He who pays the piper calls the tune" alisema .

Alisema alishawahi kuliandika shirika hilo na kulionya juu ya tabia ya kupotosha taarifa kwa kutoa takwimu za uongo.

Alisema hata hivyo bado shirika hilo linaendelea na vitendo vya kupotosha ukweli kuhusu mipango hiyo ya serikali. "Leo nawaonya hadharani kuwa waache tabia hiyo ya kuwapotosha wananchi kwa kutoa takwimu za uongo kuhusu MMEM na anawashauri wadau wote wa elimu kujihadhari na taarifa potofu zinazotolewa na HakiElimu".

Bw. Mungai alisema hana ugomvi na shirika hilo au taasisi nyingine yoyote inayokosoa mpango huo ilimradi ukosoaji huo uzingatie ukweli na Wizara yake itafanyia kazi kasoro zitakazojitokeza.

Alisema pamoja na kasoro chache zilizojitokeza mpango wa MMEM umeonyesha mafanikio makubwa kwani idadi ya wanafunzi wanaoandikishwa kujiunga na darasa la kwanza imeongezeka kutoka watoto milioni 3.8 hadi milioni 7.5 mwaka huu. Waziri huyo aliongeza kuwa katika kipindi cha miaka 10 pia idadi za shule za msingi zimeongezeka kwa asilimia 30 kutoka shule 10,927 hadi kufikia shule 14,257.

Alisema mafanikio hayo pia yapo upande wa elimu ya sekondari ambapo idadi ya wanafunzi wanaojiunga na kidato cha kwanza wameongezeka kutoka wanafunzi 53,698 mwaka 1995 hadi kufikia wanafunzi 180,239 mwaka huu. "Kwa kifupi hata wataalamu wa vyuo vikuu wamekiri kuwa kiwango cha elimu kimezidi kupanda katika kipindi cha miaka 10 iliyopita sasa mimi na washangaa hawa HakiElimu wao ni nani mbele ya wataalam wa vyuo vikuu na wa baraza la mitihani la taifa" alisema.

Mkutano huo wa elimu wa mwaka unawahusisha walimu wakuu wa shule zote za sekondari nchini, wakuu wa vyuo vyote vya elimu, mameneja wa shule na maafisa wa elimu wa wilaya zote nchini na unatarajiwa kumalizika Ijumaa

"I hate those adverts'

Fatima Grace Bapumia, The Express, 01/09/05

While the Minister for Education and Culture, Joseph Mungai raised doubts over a report from HakiElimu on the Primary Education Development Programme review, rumours from within HakiElimu are that Mungai's statement was personal rather than factual.

The Express was told that Mungai's reaction is a personal attack against HakiElimu with no real backing to it, all the claims are irrelevant especially his reaction against the TV slots which are very informative to the general public.

When *The Express* confronted Mungai yesterday with a question about whether his reaction against HakiElimu was a personal attack, Mungai claimed HakiElimu were not presenting the facts.

"What I am saying is based on the material from them (HakiElimu). I have nothing personal against anyone, but I have a problem with what they are saying about my teachers. Those creatures they show on the television are not even real, they are their own creation. The situation is self-created, it's all false. Why should I have anything against them? he queried.

Mungai further complained that the HakiElimu adverts are insulting the teachers. "My teachers are nothing like that, the kinds of teachers shown on those adverts are not my teachers," he said. He insisted that teachers were normally not dishonest.

According to the HakiElimu report "The total number of teachers and the deployment of teachers between and within district remain matters of concern. Overall, teacher to pupil ratio is too high, and variations between and within regions are even more worrying. Better-qualified teachers tend to be found in urban and Peri-Urban areas. The proportion of female teachers in rural areas is low. The teaching profession also does not attract adequately qualified students.

Moreover the report explains how the teaching and learning processes need to be transformed to become participatory, interactive, gender-sensitive, child focused in a safe and supportive school! Environment and teachers need to be explicitly supported, motivated and held accountable in leading this change.

When *The Express* went to press, rumours from within HakiElimu were that the board was preparing a written statement in response to Mungai's comments, giving detailed data to support the findings from their review of the PEDP report.

HakiElimu: Matangazo yetu yanalenga kuibua mjadala

Majira, 020905

Matangazo ya redio na televishen yanayoandaliwa na asasi isiyo ya kiserikali ya HakiElimu yanalenga kuibua taarifa na mjadala, imeelezwa.

Taarifa iliyotolewa jana Dar es Salaam na Kaimu Mkurugenzi Mtendaji wa HakiElimu Bw. Daniel Luhamo alisema matangazo hayo kamwe hayalengi kushambulia walimu wa mtu mwingine yeyote.

Kutolewa kwa kauli hiyo kunatokana na kauli ya Waziri wa Elimu na Utamaduni Bw. Joseph Mungai, jijini Arusha ikishutumu matangazo hayo kuwa yanapotosha kuhusu maendeleo ya elimu nchini na kukaririwa na vyombo vya habari juzi.

HakiElimu katika taarifa yake inasisitiza kuwa ripoti ya utekelezaji wa miaka mitatu wa Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) ilitokana na matokeo ya uchunguzi wa ripoti sita zilizoratibiwa.

"Taarifa hiyo ilitokana na takwimu zilizo ainishwa kwenye ripoti hizo na wala hazikutokana na utafiti wowote mpya wa HakiElimu. Serikali ilitumia muda na rasilimali nyingi kuzitayarisha ripoti hizi; HakiELimu ilichofanya ni kuziweka pamoja katika muundo rahisi ili ziweza kusomwa kwa urahisi na watu wengi zaidi," alisema.

Ilisema ni dhahiri kwamba kumekuwa na maendeleo makubwa ya elimu ya msingi kwa miaka ya karibuni na kuongeza kuwa ripoti ya HakiElimu inalinganisha mafanikio dhidi ya malengo yaliyokusudiwa na serikali.

"Kwa kuziweka pamoja ripoti hizo katika mfumo rahisi, kila anayehusika anaweza kujionea ukweli na kutoa tathimini yake mwenyewe. Rasimu ya ripoti hii ilipelekwa Wizara ya Elimu na Utamaduni miezi kadhaa iliyopita."

"Ukweli ni kwamba uchapishaji wa ripoti hiyo ulichelewa kutokana na maombi ya maofisa wa Wizara ya Elimu na Utamaduni kuhitaji muda zaidi wa kuipitia na kutoa maoni yao. Tunasikitika kwamba mwishowe hakuna maoni yoyote tuliyopokea kutoka Wizarani, na pia Wizara haikujibu mwaliko wetu wa kutoa mapendekezo yao siku ya uzinduzi, tofauti na taasisi nyingine za serikali," alisema.

Kuhusu shindano la rushwa katika elimu na ulemavu katika elimu, HakiElimu ilisema yote yalifanyika kwa ushirikiano wa karibu na taasisi za serikali. Lengo la HakiElimu likiwa ni kupata maoni ya wananchi kuhusu masuala hayo na kuibua majadiliano yanayolenga kuboresha elimu nchini.

Alisema shindano la rushwa liliendeshwa kwa pamoja kati ya Taasisi ya Kuzuia Rushwa (TAKURU) na HakiElimu. Shindano la ulemavu na elimu lilizinduliwa na hatimaye washindi kutangazwa na Kamishna wa Ustawi wa Jamii. Kwa ujumla mashindano yote mawili yalikusanya maoni kutoka takriban wanachi 6,000; ambao kwa mtizamo wetu ni mrejesho mzuri kwa sera na utekelezaji wake.

"Ukweli ni kwamba, HakiElimu inaelewa changamoto zinazowakabili walimu na inafanyakazi kwa karibu na Chama Cha Walimu Tanzania (CWT) kuboresha maslahi ya walimu. Mathalan, mwaka jana HakiElimu na CWT tulishirikiana katika kutafiti juu ya Hali ya Kazi na Maisha ya Walimu, ambapo matokeo yake yalikuwa ni muhimu kwa ajili yakuwasadia walimu kutekeleza vyema MMEM.

"Kwa kutambua mchango wetu, CWT iliitunukia HakiElimu cheti maalum mapema mwaka huu HakiElimu inawanachama waanzilishi, Bodi na Watendaji wengi wa HakiElimu wanashahada za udhamili katika masuala ya elimu na nyanja zinazofanana kutoka katika vyuo vikuu mbalimbali vyenye hadhi.

"Mwandishi aliyeongoza katika kuiandaa ripoti ya tathimin ya MMEM na ya hali za kazi na maisha ya walimu tulizozitaja hapo juu, ni Prof. mstaafu na ana shahada ya juu ya udaktari. Amefanya kazi ya ushauri wa kitaalamu kwa serikali, na kwa sasa ni mshauri mwandamizi wa serikali.

"Tunaipongeza Serikali kwa kufuta ada za shule za msingi na kuwezesha watoto kutoka kwenye familia maskini kupata elimu. Tunaipongeza pia kwa kujenga madarasa, kuajiri walimu na kutuma kiwango kikubwa cha fedha kwenda hadi ngazi za shule." Tunapongeza jitihada za serikali za kupanua elimu ya sekondari. Tunatambua mafanikio haya muhimu, ilisema taarifa.

Serikali sasa yapiga marufuku HakiElimu

Shadrack Sagati, Mwananchi, 05/10/05

- Yakerwa na matangazo yake katika televisheni
- Mkurugenzi wake anadaiwa kukiuka maagizo ya wakubwa
- Bodi yake yakutana, kutoa tamko lake rasmi leo

Serikali imelipiga marufuku shirika lisilokuwa la kiserikali la HakiElimu kufanya utafiti na kutoa vitabu na machapisho yoyote katika shule za awali, msingi, sekondari, na vyuo vya ualimu mahali popote Tanzania Bara.

Agizo hilo limetolewa kupitia Waraka wa Elimu namba tano wa mwaka 2005 na kusainiwa na Afisa Mkuu wa elimu katika Wizara ya Elimu na Utamaduni, Ricky Mpama.

Wakaguzi wa kanda na wale wa Wilaya wamepewa maelekezo na Wizara hiyo kuchukua hatua kwa shule au chuo chochote cha ualimu ambacho kitakaidi maelekezo hayo halali na serikali.

Nakala ya waraka huo ulioandikwa Septemba 8, mwaka huu zimepelekwa kwa makatibu tawala wa mkoa, makatibu tawala wa wilaya, wakurugenzi wa halmashauri, mji na majiji, wakaguzi wa shule wa kanda, maafisa elimu na wilaya wakuu wa vyuo vya ualimu na wakuu wa shule za sekondari Tanzania Bara.

Serikali imechukua hatua hiyo kwa madai kuwa HakiElimu imekuwa inapotosha hali halisi ya mfumo wa elimu nchini pamoja na udhalilishaji wa taaluma ya ualimu kupitia matangazo mbalimbali yanayorushwa vyombo mbalimbali vya habari.

Matangazo hayo pia yamo katika machapisho mbalimbali ambayo yamekuwa yanabandikwa ndani ya vyumba vya madarasa wanayosomea wanafunzi.

Pia kuna vitabu vilivyoandikwa na asasi hiyo ambavyo vimekuwa vinatawanywa shuleni ambavyo vinaeleza mambo mbalimbali yaliyoko katika mfumo wa elimu nchini.

Asasi hiyo kupitia televisheni na redio imekuwa inarusha matangazo yake yanayohusiana na sekta ya elimu kujaribu kuonyesha ufundishaji usiofaa na wakati mwingine namna wanafunzi wanavyonyanyaswa na walimu wao.

Katika matangazo hayo, yanayoonyesha kuikera serikali, asasi hiyo pia imekuwa imejaribu kuonyesha namna ambavyo fedha zinazotumbukizwa katika sekta hiyo zinavyotumiwa vibaya na baadhi ya watu walioko katika madaraka kwenye sekta hiyo.

Matangazo hayo pia yanaelezea namna wanafunzi wanavyopaswa kushirikishwa katika mambo mbalimbali ya shule ambayo yanahitaji kutolewa maamuzi. Pia yanapinga ubaguzi kwa wanafunzi ambao ni walemavu.

Waraka namba 5 wa 2005 umeeleza sababu nyingine iliyoifanya Wizara ichukue hatua hiyo kuwa nikushindwa kwa asasi hiyo kutii agizo la serikali kupitia Wizara ya Elimu na Utamaduni kuwataka kurekebisha matangazo hayo.

"Mkurugenzi wa HakiElimu ameshindwa mara kadhaa kufuata maelekezo yaliyotolewa kwake na Wizara ya Elimu na Utamaduni kwa maneno na kwa maandishi," inasema sehemu ya waraka huo uliosambazwa jana kwa vyombo vya habari.

Kumekuwa na mvutano baina ya Wizara ya Elimu na Asasi hiyo kutokana na tafiti mbalimbali zinazofanywa na asasi hiyo na baadaye matokeo yake kutolewa kwa umma. Malumbano hayo yalianzia pale Asasi hiyo ilipotoa utafiti wa rushwa katika sekta ya elimu na ikagundua kuwa rushwa ya ngono na rushwa nyinginezo zimekithiri katika mfumo wa elimu nchini.

Wakati HakiElimu imekuwa ikisisitiza kuwa tafiti zake nyingi zinatokana na takwimu zinazotolewa na serikali, Waziri Mungai amekuwa akisisitiza kuwa tafiti nyingi na matangazo yanayotolewa katika redio na televisheni yana lengo la kuidhalilisha Wizara yake. Kutokana na utafiti huo Mungai aliubeza utafiti huo kuwa haukuwa wa kisayansi kwa vile una mapungufu mengi kuhusiana na mambo hayo ya rushwa.

Hivi karibuni wakati akifungua mkutano mkuu wa elimu mjini Arusha, Mungai alieleza namna anavyokerwa na matangazo yanayotolewa na HakiElimu kwa madai kuwa yanaidhalilisha serikali.

Licha ya machapisho hayo kusambazwa shuleni, Asasi hiyo pia imekuwa ikisambaza vitabu na machapisho mbalimbali vijijini ili wawe na uelewa juu ya mambo yanayohusiana na sekta ya elimu katika eneo lao.

Maafisa wa HakiElimu walipoulizwa jana kuhusu uamuzi huo wa serikali walisema kikao cha bodi kilikuwa kinaendelea kukutana na kwamba kingetoa tamko wakati wowote kuanzia leo. Kwa kuipiga marufuku HakiElimu kufanya shughuli zake katika maeneo hayo, Wizara hiyo inaikata mikono taasisi hiyo kiasi cha kusababisha ishindwe kabisa kufanya shughuli zake.

Hii ni mara ya pili kwa serikali kudhoofisha na hatimaye kuzipiga marufuku taasisi zisizokuwa za kiserikali ambazo umaarufu wake kwa wananchi wake ni mkubwa.

Miaka kadhaa iliyopita, serikali ilidhoofisha na kisha kulipiga marufuku baraza la Wanawake wa Tanzania (BAWATA), lililoanzishwa na Prof. Ana Tibaijuka kwa ajili ya kutetea maslahi ya wanawake bila kujali itikadi za kisiasa.

Hadi sasa, ukiondoa vyama vya kitaaluma, hakuna chombo chochote kinachowaunganisha wanawake bila kujali itikadi za kisiasa. Taasisi zote za wanawake ni zile zilizoanzishwa kupitia vyama vya siasa.

Prof. Tibaijuka, ambaye alikuwa mhadhiri wa uchumi Chuo Kikuu cha Dar es Salaam, hivi sasa ni Katibu Mkuu msaidizi wa umoja wa mataifa anayeshughulika makazi (UN-Habitat).

Our activities are legal – HakiElimu

Joyce Mkinga, The Guardian, 06/10/05

A Non-Governmental Organization, HakiElimu, which advocates for the right to education, said yesterday that its activities are above board and that it operates within the contry's laws.

It cited the strategy of Poverty Eradiction and Education Development programme, to which all NGOs must subscribe to justify its work in mobilizing and enhancing community participation in development.

They said that the two mitigate the principle of the right to education and sharing of information. HakiElimu Executive Director Rakesh Rajani said his organization collects and communicates educational information from and to schools and conducts education policy analysis and advocacy.

"Independent analysis, right to access and impart information, transparency, public debate and citizen accountability of government are the bedrock of good governance and accountability, which are also core principles of our work," he said.

Rajani, who spoke on behalf of the board of directors of HakiElimu, said the NGO was consulting lawyers responding to the decision by the Minister of Education and Culture to slap a ban on its activities.

"Because we respect the rule of law, we are seeking legal advice. We will respond to the minister in due course," he said. He said that members of the NGO, the board and staff were carefully studying the directive and a letter from the minister for education regarding the ban.

"I can't give you the details of the letter from the minister, what I can say is that we are studying it," he said. In a separate development, feminist Activist Coalition (FemAct) has demanded immediately lifting of the ban against HakiElimu from undertaking and publishing any information or studies about Tanzanian schools.

FemAct said the ban by the Ministry of Education and Culture is against the governments stated commitment to transparency and accountability in the education sector.

A statement issued in Dar es Salaam yesterday said the ban on HakiElimu contradicted the government's upholding of accountability and transparency. The move, it said, goes against the role and mandate of NGOs that promote dialogue and exchange of information. The activists, who represent 40 NGOs, demanded immediately unbanning HakiElimu.

"We consider this as an attack on all NGOs activities and well meaning citizens of this country, as well as an attack on one of the 40 member organizations of the FemAct coalition. We therefore demand immediately lifting of the ban and an apology to HakiElimu," the statement said in part.

In his directive issued on Tuesday, the minister for Education and Culture, Joseph Mungai, also gave conditions for lifting the ban. The Minister wants HakiElimu to recall their advertisements on TV and radio, which he said paint the image of education system negatively.

Serikali yaombwa kuitendea haki HakiElimu

Mwanaidi Swedi, Alasiri, 08/10/05

Serikali imeombwa ichukue hatua za haki kwa kuondoa upigwaji marufuku wa taasisi ya HakiElimu kutojishughulisha na uchapishaji wa makala na tafiti kuhusu shule za Tanzania. Ombi hilo limetolewa na kusainiwa na mratibu Bi. Gertrude Mugizi, kwa niaba ya Jumuiko la Asasi zisizo za Kiserikali kuhusu sera, kwa lengo la kujibu matamko ya hivi karibuni ya Waziri wa Elimu dhidi ya HakiElimu na Sekula Na. 5 ya Serikali ya 2005.

Bi. Mugizi amesema kuwa wakati wote wamekuwa na imani katika michakato ya maendeleo inayoongozwa na Serikali kufanikisha lengo la kuboresha maisha ya Watanzania wote na ndio maana wameamua kufanya kazi kwa karibu na Wizara kadhaa za Serikali.

Aidha amesema kuwa Jumuiko la Asasi Zisizo za Kiserikali linashiriki kikamilifu katika michakato ya MKUKUTA na pitio la matumizi ya umma na ambapo hivi sasa uzoefu unaonyesha ushirikiano huo umekuwa wa kujenga na unaleta matokeo mazuri.

Amesema kuwa "kwa sababu hiyo basi ndiyo maana tumeshtushwa na adhabu ambayo Wizara ya Elimu na Utamaduni imeipa Asasi mojawapo ya jumuiko letu ya HakiElimu".

Bi. Mugizi amesema kuwa Wizara hiyo imekuwa ina ripotiwa kuipiga marufuku Asasi ya HakiElimu isifanye shughuli na kuchapisha makala na tafiti zozote kuhusu shule za Tanzania, pamoja na kuchukua hatua kali dhidi ya shule yoyote, chuo chochote ambacho hakitafuata maagizo hayo. Akaongeza kusema kuwa Ibara ya 18. Kifungu kidogo cha Katiba ya nchi yetu inasema kwamba bila kuathiri sheria za nchi kila mtu ana haki na uhuru wa kutoa maoni na kujieleza na kutafuta, kupokea na kuathiri na kusambaza taarifa na mawazo kupita vyombo vyovyote vya habari bila kujali mipaka ya kitaifa.

"Ni imani yetu kwamba serikali yetu inajitahidi kuwajibika kwa raia wake na tunaamini kuwa hivi ndivyo ilivyo kwa serikali ya awamu ya tatu, kwamba haiwezi kupuuzia kusumbuliwa kwa watu binafsi na asasi zinazojitahidi kuisaidia serikali," amesema.

Akasema kuwa wanaamini kuwa Baba wa Taifa hili na Serikali yake waliingiza kifungu hicho katika Katiba kudhihirisha sisi ni nchi ya kidemokrasia inayovumilia na kuthamini kutofautiana kwa maoni. Akasema kuwa kukandamiza haki yetu ya kikatiba ya uhuru wa kutoa maoni na kujieleza ni kukandamiza haki yetu ya kujieleza kama watu binafsi kama jamii na kama taifa kwa ujumla.

Akasema kuwa kujitolea kwa nafsi kwa muendelezo wa ushirikiano na vyombo vyote vya serikali na wadau wengine wote katika kukuza haki za binadamu na maendeleo ya Watanzania wote wanapenda kuwepo kwa mkutano wa maofisa wa serikali ili kujadili shauku zao na kufikia suluhisho linalojenga na linalokubalika.

Mkapa adds weight to HakiElimu's ban

Privatus Mpili, Sunday Observer, 09/10/05

President Benjamin Mkapa has thrown his weight full on the side of Education and Culture Minister Joseph Mungai, in the controversy ignited by banning the activities of HakiElimu in the Education Sector.

"I fully support Mungai in his action to ban HakiElimu activities in schools," said Mkapa yesterday, while addressing Chamwino Ikuku villagers, at a special function to bid him farewell, as his two term, ten years tenure of office draws to a close. The villagers are neighbours of the Chamwino State Lodges.

He said that he supports Mungai because HakiElimu has been relaying misleading information on education in the country. The President said HakiElimu should "not set foot in a Tanzanian school again".

The President commended Mungai for doing a good job, and said he wished he were voted back in to parliament and retained his cabinet portfolio.

Recently the Ministry of Education and Culture banned HakiElimu from researching and pushing information on schools and colleges claiming that the NGO has cast the ministry in negative right.

President Mkapa told the audience that he was concerned by the focus of HakiElimu on shortcomings in the education sector and ignored achievements that had been recorded.

The head of state said the government will stand firm and resolute against those hell-bent to belittle its achievement and mislead the people. Earlier, President Mkapa official opened one primary school in the area, which has been named after him in his honour.

Correspondent Nasser Kigwangallah reports in Dar es Salaam meanwhile that civil society and non-governmental organizations are not happy with the Ministry's circular no. 5 of 2005. The education circular dated 8th September 2005, which was released this week, has infuriated some people who construe it as a move to silence the voice of civil organizations in the country.

The World Bank acting country Director Julie McLaughlin said donors who fund the PEDP and SEDP have been dismayed by the Ministry's decision. "What has happened should not be happening at all in this country right now, where democracy and accountability are taking root," she said.

Gertrude Mugizi, Coordinator of Policy Forum, an association comprising 84 non-governmental organizations working in Tanzania, also voiced her concern on the issue. She called for the lifting of the ban, saying that the ministry contravened article 18, subsection one of the constitution which states: "Without prejudice to the law of the land, every person has the right to freedom of opinion and expressing and to seek, receive and impart or disseminate information and ideas through any media regardless of national frontiers,".

She added that being democratic and applying the principles of transparency in and the rule of law, government officials should be more tolerant of constructive diversity of thought from different corners, coupled with healthy public debate.

A Dar es Salaam resident, Ezekiel Oluoch, said the ministry has erred in restricting the activities of HakiElimu from conducting research and publishing materials on the condition of local schools. He noted that it is the civil society organizations which are doing a tremendous job in highliting the cons and pros of the function of the government in different sectors aimed at uplifting our economy.

He said HakiElimu in particular had been forefront in informing the public, which is their constitutional right, on the progress made so far in the primary school development programme (PEDP), including problems encountered and where more efforts should be made in order to improve the situation.

Oluoch questioned the rationale behind the ministry's move to ban a registed NGO from undertaking its activities in a free country which is knowledged as a champion of democratic norms, transparency and the rule of law.

On his part, the Tanzania Education Network Chairperson, Blastus Mwizarubi, said violation of the rights of HakiElimu is tantamount to violation of the rights of citizen and civil society at large. The HakiElimu Executive Director, Rakesh Rajani declined to comment on what action his organization has taken to rectify the matter.

Rakesh said yesterday at his office that he had nothing new to say apart from the statement his organization has already issued.

SAHRINGON yalaani hatua ya Serikali dhidi ya HakiElimu

Gladness Mbona, Majira, 10/10/05

Mtandao wa mashirika yasiyo ya kiserikali ya haki za binadamu kusini mwa Afrika (SAHRINGON), tawi la Tanzania limelaani hatua za Serikali ya Tanzania kusimamisha baadhi ya shughuli zilizokuwa zikiendeshwa na shirika la HakiElimu.

Akitoa msimamo wa mtandao wa shirika hilo juzi Dar es Salaam, Kaimu Mkurugenzi Mtendaji kwa niaba ya Wakurugenzi wa Bodi na wanachama wa shirika hilo, Bi. Rehema Kerefu alisema wamepokea kwa mshangao na mshituko mkubwa hatua zilizochukuliwa na Wizara ya Elimu na Utamaduni dhidi ya HakiElimu.

Alisema mtandao wa haki za binadamu unaichukulia hatua hiyo ya Serikali kwamba imekwenda kinyume na katiba ya nchi inayohakikisha na kuwapa Watanzania wote uhuru wa kujieleza, kupashana habari, haki ya kupata na kusambaza taarifa, uwazi, mijadala ya umma kama ilivyoelezwa na Ibara ya 18 ya katiba ya Jamhuri ya Muungao wa Tanzania mwaka 1977.

Bi. Kerefu alisema hatua hiyo ni uvunjaji mkubwa wa haki za binadamu na yenye mwelekeo wa utawala wa kiimla, kidikteta usiojali maoni ya wananchi na inapingana kabisa na juhudi nzuri za serikali katika dhana ya ushirikishaji na majukumu ya mashirika ya kiraia kama yanavyoelezwa chini ya Mpango wa Kukuza Uchumi na Kuondoa Umaskini (MKUKUTA) na Mpango wa Maendeleo ya Elimu ya Msingi (MMEM). Alisema ghadhabu za Waziri wa Elimu na Utamaduni, Bw. Joseph Mungai zimeanza baada ya HakiElimu kutoa taarifa kuhusu miaka mitatu ya utekelezaji wa MMEM, iliyotolewa Julai mwaka huu, ambayo sehemu yake ilitokana na taarifa mbalimbali za serikali sehemu nyingine iliyotokana na michango ya wadau.

"Tumeridhika kuwa kauli na hatua hii inatokana na baadhi ya viongozi kutotaka kukosolewa hata kama ukosoaji huo ni wakujenga na kuboresha utendaji kazi kwa manufaa ya watanzania wote. HakiElimu iliyoruhusiwa kikatiba kufanya kazi zake kwa mujibu wa sheria za nchi, ina haki ya kueleza mawazo yake na matokeo ya utafiti wake bila kutishiwa kwani hizi ni baadhi ya haki zake za kikatiba," alisema.

Alisema ikiwa utafiti au mawazo hayo yanaupungufu yanapaswa kukosolewa kwa utafiti au taarifa yenye usahihi zaidi. Bi. Kerefu alisema Wizara hiyo ndiyo yenye dhamana ya elimu kwa watanzania na hivyo inashangaza kuona inakataza utolewaji wa elimu kwa njia ya utafiti na ukosoaji wa utekelezaji wa baadhi ya mipango ya serikali.

Alisema wanaitaka serikali ya awamu ya tatu kuondoa mara moja zuio hilo ili imalize muda wake vizuri kama ilivyoanza bila kuacha doa kubwa katika historia. Pia waliitaka Serikali kuchukua hatua za kuhakikisha kwamba vitisho na matukio mengine kama hayo hayatokei tena na kwamba kila mtanzania, vyama mbalimbali na mashirika yasiyo ya kiserikali yana uhuru wa kutafuta, kutoa, kupokea na kusambaza taarifa kwani hizo ni haki za kikatiba zenye kuimarisha utawala bora na demokrasia.

Civil global coalition adds voice on HakiElimu

The Citizen, 14/10/05

Civil Society voices from around the world are being raised over the recent interdiction on Tanzanian education equity NGO, HakiElimu. The first such plea came from Civicus, representing more that a thousand civil society groups located in about 105 countries.

In a statement yesterday the coalition asked non-governmental organizations and individuals to come out in protest the interdiction. "We ask NGOs and concerned individuals to support HakiElimu by writing letters to the editors of major Tanzanian newspapers asking the government to immediately lift the interdiction" Civicus appealed.

The coalition also urged support in efforts to ask the government to take concrete action to protect and guarantee the right to freedom of expression and opinion of all NGOs. Citing clauses that guarantee public debate in the primary education development programme and national development programme and national strategy for growth and reduction of poverty (MKUKUTA), the coalition said the ban was a contradiction.

Local NGOs that have spoken against the ban include the Media Institute of Southern Africa, (MISA) Tanzania chapter, the University of Dar es Salaam Academic Staff Assembly (UDASA), the Tanzania Education Network (TEN/MET) and the Tanzania Gender Networking Programme (TGNP).

Last week President Benjamin Mkapa supported the interdiction saying the education minister did the right thing to restrict activities of the NGO within the ministry and in education establishments.

Joseph Mungai, the Ministry for Education and Culture, reportedly placed conditions for HakiElimu to continue its activities in educational establishments.

Mwalimu's legacy disgraced – dons

Emmanuel Kihaule, The Guardian, 15/10/05

University of Dar es Salaam's lectures lamented yesterday that Tanzanians pay lip service to the late Mwalimu Julius Nyerere's ideas on national unity, development and peace.

They said that, if Tanzanian's were to honour Nyerere indeed and ideology, the country would not be steeped in runaway graft. They cited as an example the ongoing elections campaign has being laden with bribery and vote buying.

They observed that the campaign is dominated by corruption under the guise of Takrima which in their opinion is an ideal indicator of the extent of graft, just six years after the father of Nation's death. Speaking at a forum on the sixth anniversary of Nyerere's death at the university's Nkuruma Hall, students and lecturers noted that the country had veered off the footing Nyerere had set it on.

"Many insist on the need to preserve peace and unity, among Tanzanians on platforms but the reality is evidently diffent on ground, where elements of corruption and ethnicity are now dominant," President of UDSM Political Science Student Association (DUPSA) Herman Berege said.

Berege said that, in the recent party nominations, Tanzania had witnessed rejections of potential leaders on ethinic and religious grounds. "Such discrimination is against Mwalimu's ideals as it is a recipe for conflicts in society because it sows the seeds of discord and vengeance," he noted.

On corruption, Berege said that it was now common for politicians to give handouts to influence voting patterns. The DUPSA leader condemned the decision by the government to ban HakiElimu, saying that the action was motivated by intolerance and inability by the outgoing regime to face challenges.

Another UDSM student, Togolani Mavira, said unrestricted embrance of free trade had ushered in among other things, classes of haves and have nots, which are widely separated to the extent of risking national security and unity.

Prof. Seithy Chachage said that, despite the mushrooming of news media in the country Tanzanians were yet to enjoy the right to be heard and information in the manner Nyerere had envisaged.

"Most of the news media simply dwell on Bongo Flava and foreign programmes and it's considered dangerous to criticize the country's leadership, or else they would be banned in the same manner they did to HakiElimu," Prof Chachage said amid applause.

Dr. Martha Quorro observed that there is a need to reform the current education system so as not to alienate the university and other graduates from the society. "Nyerere made sure that the graduates remained part and parcel of society, but today things are different as the educated are alienated from the society right from the beginning of their studies," she said.

Vice President of the East African Uongozi Institute Mwadin Ali Jabir said that, at present Tanzania lacks an authoritative leader who could be taken as a point of reference. "Nyerere was of his own kind because his charisma and wisdom made all the Tanzanians run to him whenever they had problems. At present, things are left as they are and the government is deaf and silent while the situation is alarming," Jabir said.

CCM secretary general Philip Mangula and Chadema national chairman, Freeman Mbowe, who is also the party's presidential candidate in the forthcoming general election, attended the panel discussion. Mangula used the opportunity to challenge intellectuals to provide alternative national leadership codes of conduct to preserve peace and security.

Mbowe said it was important for Tanzania to respect its policies rather than blindly embrace western economic structures. The guest speaker, Ibrahim Kaduma, said that it was true that at present Tanzania had forsaken may values that were advocated for by Nyerere.

"It is inexplicable and intolerable to see foreigners honour Mwalimu more genuinely and in practice than Tanzanians themselves," Kaduma, who is the chancellor of the Morogoro based Mzumbe University, said.

Sumaye explains govt action on HakiElimu

Daily News, 22/10/05

HakiElimu, an educational non-govenmental organization (NGO) has not been banned but rather instructed to work in accordance with the country's laws, the Prime Minister, Mr. Fredrick Sumaye, has clarified.

Addressing a press conference after opening the Generation Africa Exhibition Center here yesterday, the premier said the government has not banned the operations of HakiElimu but instructed the NGO to operate in accordance with regulations governing operations of NGOs in Tanzania.

"What I know is that the government has not banned HakiElimu from operating in Tanzania… they have just been instructed to operate in conformity with the laws of the land," the prime minister noted.

He was responding to a question that sought to know why he had agreed to be the patron of Generation Africa, while his government has banned operations of HakiElimu that worked on similar causes. However, Mr. Sumaye said HakiElimu and Generation Africa worked in different set-ups and parameters.

The premier said Tanzania was among leading countries in Africa benefitting from foreign direct investment due to good governance efforts by the third phase government.

"It is only recently that Tanzania emerged on top as the best investment destination in East, Central and Southern Africa," Mr Sumaye said.

Mr. Sumaye further noted that Tanzania, like any other African counts, stands to benefit a lot from the support given by Generation Africa, especially in ensuring that African entrepreneurs maximized business opportunities and uplifted the standard of education.

He said such exhibitions were crucial for they would provide African entrepreneurs with opportunity to showcase their products, attract investors and learn better ways of doing business.

Executive Director for Generation Africa, Mr Emmanuel Mathews, told the premier that his organization was geared to instill new hope and promote sustainable economies in Africa.

Mungai: HakiElimu is 'stubborn'

George Sembony, The Citizen, 231005

The private educational non-governmental organization, HakiElimu, continued to face the wrath of the Minister for Education and Culture Joseph Mungai who charged over the weekend that the NGO has not complied with the government order to stop its TV and radio advertisement on the state of education.

Mungai, who cut short his campaign to attend his Ministry's Master Worker's Council at the 4H Tanzania Headquaters Conference Hall in Tanga, said that the adverts continue to ridicule the education sector achievements. The current flare up signals that the conflict between the Ministry of Education and Culture and HakiElimu was far from over.

Closing the two-day meeting, Mungai reminded HakiElimu to voluntarily withdraw its adverts that end with the word "TAFAKARI", because, he alleged, they are not based on the true situation existing in Tanzanian primary schools but mere theatrics based on creations made by the organization. Castigating the adverts, he said there are signs that viewers and listeners think those adverts represent true school situations. He said that they would continue to think so if the Ministry does not comment on them.

Mungai wondered further why such adverts have continued to be aired on television and radio stations even after President Mkapa's support on the matter. Mungai emphasized, however, that his ministry is not against research on anything in the education sector but such research should follow correct principles of conducting research, procedures and regulations. "Bogus research is not allowed because it leads to bogus findings," he said.

He said that it was surprising to see HakiElimu creating incidents purporting to have come from its research and putting them on television and radio plays and actually paying millions to make viewers and listeners see and view them again and again. He alleged that the organization had once conducted an essay writing competition in which they called on competitors to be creative and write on the state of corruption in the education sector.

However, they collected the essays and turned them into research findings that claimed the existence of sex graft in schools. Mungai said that the organization publicized the report as research findings. "I warned HakiElimu to stop conducting research through creative essay writing," he pointed out, saying that it is not acceptable to use creative essays to say that sex graft is common in the education sector.

The Minister said that it was unfair to air adverts disparaging the achievements of PEDP and SEDP because a lot has been achieved through the programmes. He said that primary school children have increased from 3.8 million (or 55 percent of the targeted age of 7-13 years) in 1995 to 7.5 million of 95 per cent of the targeted age this year.

The quality of education received by pupils has increased in the same period from 14.0 per cent to 49.0 per cent while the number of secondary school pupils has increased from 196,375 (or 5.5 per cent of targeted age of 14-19 years) in 1995 to 524,325 (or 11.7 of the targeted age this year).

He said that the achievement was not a minimal one and organizations such as HakiElimu should not frustrate the people to make them think that the government has done nothing in the last ten years in the education sector.

Matangazo ya HakiElimu marufuku

- **Ni yanayotangazwa kupitia radio, televisheni**
- **Mungai alia na tangazo la 'Bw. Mangungu'**

Majira, 23/10/05

Serikali imepiga marufuku matangazo yanayorushwa katika vituo vya televisheni na redio yanayoishia na neno "Tafakari" ambayo yamekuwa yakitolewa na shirika la HakiElimu.

Agizo hilo la Serikali lilitolewa juzi na Waziri wa Elimu na Utamaduni alipokuwa akifunga baraza la wafanyakazi wa Wizara yake katika ukumbi wa shirika la vijana la 4H Tanzania mkoani hapa.

Bw. Mungai ametoa agizo hilo siku chache tangu serikali ilipopiga marufuku shirika la HakiElimu kujishughulisha na masuala yanayohusu elimu kwa madai ya kupotosha umma. "HakiElimu waliposimamishwa kujishughulisha na masuala yote kuhusu elimu walitakiwa kusitisha matangazo yao, lakini hadi leo wanaendelea kukaidi agizo hilo hata baada ya tamko la Rais Benjamin Mkapa", alisema Bw. Mungai. Alisema HakiElimu haikusimamishwa kwa uonevu au ubabe wa serikali bali shirika hilo linawaudhi walimu, Maafisa Elimu pamoja na shule kutokana na kuigiza matukio ya uongo.

"Wanaigiza matukio ya uongo na kuyalipia mamilioni ya fedha ili yatangazwe kila siku kwenye vyombo vya habari… kisha kuwaomba wanachi wayatafakari", alisema Bw. Mungai. Alisema imefikia hatua wananchi wanaamini kuwa matukio hayo ya kuigiza ni ya kweli "Narudia tena kuwataka HakiElimu wasitishe mara moja matangazo yote yanayoishia na neno "tafakari" kwa sababu ni uongo mtupu… nachukua fursa hii kufafanua kuwa sikuwasimamisha HakiElimu kwa sababu wanatukosoa, bali wanatungia shule zetu matukio ya uongo," alisema.

Bw. Mungai alitolea mfano matangazo ya darasa jumuisho ambalo ameigiza mwalimu aliyevaa sare ya CCM jambo alilodai hairuhusiwi katika shule zilizopo hapa nchini. "Walimu hawaruhusiwi kutumia sare za vyama vya siasa kufundishia darasani," alisema Bw. Mungai na kuongeza kuwa tangazo lingine linalokera ni lile linalomuonyesha mwenye duka anayedai kuna bei mbili za vifaa vya shule zinazotofautiana.

Bw. Mungai alisema matangazo hayo yanayoonyesha bei moja ya kawaida na nyingine inayokuwa kubwa ni kwa ajili ya ununuzi wa vifaa vya shule ili kuwawekea chochote wakubwa. Alisema huo ni uongo kwa sababu vifaa vya shule vinanunuliwa kwa mujibu wa sheria na. 3 ya mwaka 2001.

"Hawa watu HakiElimu wametudhalilisha sana eti mwenyekiti wa kamati ya shule anaposhangaa alipoelezwa bei mbili za vifaa vya shule mwenye duka (Bw. Mangungu) anamuuliza "unaishi dunia ya wapi?"… uigizaji wa aina hiyo ukilipiwa utangazwe kila siku na HakiElimu wanaosikia na kuona wanaweza kuamini kuwa wanachosema waigizaji ndiyo kweli," alisema.

Akifafanua zaidi kuhusu kusimamishwa kwa HakiElimu Waziri Mungai alisema kuwa taasisi hiyo imewahi kuendesha mashindano ya Insha ambayo waliwataka waandishi kuwa wabunifu lakini baadaye yalipotangazwa matokeo yake waliyaita utafiti kuhusiana na vitendo vya rushwa ya ngono na kuwa ndiyo inayoongoza katika sekta ya elimu bila kuhusisha walimu wenyewe.

Alisema HakiElimu walitangaza sana utafiti huo usio sahihi na alipoitisha kikao cha viongozi wa taasisi mbalimbli za elimu wakiwemo Chama Cha Walimu (CWT) na idara ya huduma ya walimu nchini (TSD), wote waliyakana kabisa matokeo ya utafiti huo kwa kudai kuwa hayakuwa ya kisayansi na haukuwalenga walengwa waliomo katika sekta ya elimu.

Alitoa onyo kwa HakiElimu waache mtindo huo wa utafiti kwa njia ya mashindano ya insha za ubunifu kwa sababu haikubaliki kutumia mashindano hayo kufikia maamuzi kuwa rushwa ya ngono imeshamiri katika sekta ya elimu na kuleta mkanganyiko na upotofu mkubwa.

"Sikatazi utafiti kufanywa juu ya jambo lolote la sekta ya elimu, lakini ufanywe kwa misingi sahihi ya taratibu na kanuni, tafiti zisizo sahihi huleta matokeo yasiyokuwa sahihi. Sikatazi waandishi wa habari kukosoa mambo ya elimu, lakini wasituundie makosa ya kimaigizo na kuyalipia yatangazwe," alisema Bw. Mungai.

Southern African Human Rights NGOs now join HakiElimu

Rachael Mkundai & Anel Sakala, The Guardian, 28/10/05

The Minister for Education and Culture Joseph Mungai, has been asked by an association of Southern African human rights non-governmental organizations to reconsider his decision of restricting HakiElimu operations.

The Southern African Human Rights Non-Governmental Organisations Network (SAHRINGON) made the plea yesterday in Dar es Salaam, describing the government move as a "violation of the right to freedom of expression."

In a statement released yesterday and signed by about 95 Civil Society Organisations (CSOs), the minister was asked to submit clear and correct information about HakiElimu's work to President Benjamin Mkapa.

"The network discovered that the president was misinformed which is why he supported the move," says the statement. Speaking on behalf of SAHRINGON members, Tanzania Chapter Chairperson, Helen Kijo Bisimba said the network has failed to see any justification or legal basis on which HakiElimu activities were curtailed.

"We call upon the Ministry to reconsider its decision, lift the interdiction and reaffirm the fundamental freedom and rules of CSOs in the country", she said. Kijo-Bisimba who is also Legal Human Rights Centre (LHRC) Executive Director said, HakiElimu activities were consistent and protected by the law.

Citing Article 18 of the Tanzania Constitution, which guarantees the freedom of expression and the right "to seek, receive and disseminate information and ideas". The law under which HakiElimu is incorporated allows among other aspects, to undertake research and analyzing, publish and disseminate findings, and stimulate public debate," she said.

Recently, the Ministry of Education and Culture restricted HakiElimu from undertaking and publishing and studies regarding Tanzania's education.

CSOs call for review on HakiElimu ban

Daily News, 29/10/05

Civil Society Organisations (CSOs) have pleaded with the government to reverse its decision on an educational Non Government Organisation (NGO), HakiElimu. In a joint statement released in Dar es Salaam yesterday, the CSOs in particular called for a lift of the interdiction on the NGO from undertaking and publishing studies regarding Tanzania schools.

They also asked the government to rescind the Ministry of Education and Culture Circular number 5 of 2005. They denied claims that HakiElimu disparages the teaching profession, saying the NGO has been working closely with the Tanzania Teachers Union (TTU).

To substantiate their argument, they mentioned a study on the "Living and Working Conditions of Teachers" which they said HakiElimu conducted in collaboration with TTU. They also dismissed allegations that HakiElimu failed to conform to directives given by the Ministry of Education and Culture, saying the NGO should not be treated as a government institution.

UDASA advises Mungai to listen to people's views

Tobias Nsungwe, The African, 23/11/05

The Minister for Education and Culture, Joseph Mungai, has been advised to be humble enough to listen to people's views instead of defending himself, even if that defence was meant to silence the public.

This is contained in the University of Dar es Salaam Academic Staff Assembly (UDASA)'s statement circulated to the press in Dar es Salaam yesterday, responding to Mungai's recently remarks regarding HakiElimu ban.

UDASA chairman's statement signed by Chachage Chachage, was referring to Mungai's statement that all civil societies (CSO) who accused him of having broken the constitution section 18 by banning HakiElimu, were all wrong.

UDASA, the statement said, had called on the minister to remember that it was impossible for over 90 CSOs to have been unable to read and understand the constitution or not knowing existing laws in the country.

"It is a pity that the minister doesn't understand that all sections he quoted were outdated," the statement said.

Describing various sections in the law that were amended, UDASA's statement maintained that section 18 of the constitution was amended and is read as "every one has freedom to have opinions, receive and release information regardless of national boundaries."

UDASA has also appealed to the Government to maintain its philosophy of truth and transparency since the intellectual body claims it is very difficult nowdays for University researchers to acquire permits for doing research in schools.

Over 90 CSOs released a statement recently, demanding the lift of HakiElimu ban. Mungai last week issued a statement defending his decision, saying that the banning of HakiElimu was according to the law.

'Waziri Mungai amepotoka kisheria kuhusu HakiElimu'

Mtanzania, 23/11/05

Jumuiya ya wanataaluma wa Chuo Kikuu cha Dar es Salaam (UDASA), imesema Waziri wa Elimu na Utamaduni, Joseph Mungai, amepotoka kwa kutumia vifungu vya sheria vilivyopitwa na wakati kutoa majibu kwa taasisi zilizokuwa zikipinga serikali kuifungia taasisi ya HakiElimu.

Katika taarifa yake kwa vyombo vya habari iliyotolewa jana, UDASA imedai Mungai ametumia vifungu vya sheria vya 2000 kujenga hoja zake, wakati vilibadilishwa katika mabadiliko ya 14 ya Katiba ya Tanzania mwaka huu.

"Inasikitisha kuona Mungai ambaye anadai kulinda sheria za nchi, hana habari kwamba hata hivyo vifungu vya sheria alivyovinukuu vimepitwa na wakati, ilisema sehemu ya taarifa hiyo iliyosainiwa na Mwenyekiti wa UDASA," Profesa Chachage Seithy Chachage.

Katika taarifa yake kwa vyombo vya habari Novemba 19 mwaka huu, Mungai alisema asasi zote, ikiwamo UDASA, zilizomtuhumu kwamba amekiuka kifungu cha 18 cha Katiba ya Tanzania kwa hatua yake ya kuifungia HakiElimu.

Katika maelezo yake, Mungai alidai ya kuwa uhuru wa kutoa maoni, kupokea na kusambaza taarifa uliotolewa katika kifungu hicho cha katiba unatakiwa kufuatwa bila ya kuathiri sheria za nchi.

"Nazishauri Asasi zote ambazo zimenituhumu kwa kiuka Katiba ziisome kwa makini sheria hiyo kwani mimi nawajibika kwa Bunge na Rais na hivyo siwezi kuacha mambo ya hovyo yaendelee dhidi ya elimu yetu," ilisema taarifa ya Mungai.

Hata hivyo, taarifa ya jana ya UDASA ilisema kwa mujibu wa mabadiliko hayo ya 14 ya Katiba, kifungu hicho cha 18 kimefutwa chote na kuandikwa upya ambapo maneno "bila kuathiri sheria za nchi" yameondolewa.

Taarifa hiyo ya UDASA ilitoa wito kwa viongozi wa serikali kusikiliza wananchi wanapotoa madai yao badala ya kutumia mabavu kuwanyamazisha.

"Sasa hivi imekuwa vigumu sana kwa watafiti, hata wale wa vyuo vikuu, kupata vibali vya kufanya utafiti mashuleni kutoka Wizara ya Elimu. Hili ni jambo la kusikitisha na hatujui linafanywa kwa maslahi ya nani," ilisema taarifa hiyo.

HakiElimu: Mungai hits back at critics

Zuhura Yunus, The Citizen, 23/11/05

Education and Culture Minister Joseph Mungai had denied claims that he violated the law by banning HakiElimu from involving itself in matters related to public education institutions.

Instead, the Minister advised his critics to thoroughly study the Education Act, adding: "By acting against HakiElimu, I neither abused my powers nor contravened the law."

Minister Mungai insistead that Tanzania practices the rule of law as such aggrieved individuals or organizations are at liberty to go to courts of law to challenge tha ban.

He said the ban of the advertisement was communicated to HakiElimu through a letter dated October 28, this year, but the NGO ignored the directive forcing the government to impose the ban on November 11.

The minister maintained that the move by the government did not mean that shortcomings to the country's education programmes or cases of misbehaving teachers should not be exposed and addressed by the government. "What the government is against is disparanging the image and ridiculing the education ministry, education officers and teachers".

He said HakiElimu is yet to meet conditions he gave them for him to rescind the ban. Other reports say the HakiElimu's executive board had requested to meet the minister last Saturday. What transpired at the meeting has not been made public.

The government banned all HakiElimu TV and radio advertisements on education effective from November 11. A government statement ordered the Tanzania communication Regulatory Authority to ensure that the advertisements are not aired. This followed an earlier order by Mungai to ban the NGO from engaging itself in the country's education development activities.

FemAct calls for new governance structure

Mtanzania, 25/11/05

Feminist Activist Coaliton (FemAct) has called for a new structure of governance with more open ways of communication to facilitate dialogue between the Government and its people. FemAct made the remarks yesterday through a statement that was issued by the Tanzania Media Women Association (TAMWA) in Dar es Salaam.

The statement futher said that the move would improve the quality of eduation in the country and strengthen participatory democracy. FemAct, a coaliation of 50 non-Governmental Organisations working on human rights, gender and development issues, said alternative and open communication and information systems will enable the country to achieve the ultimate goal of education.

This would in turn ensure that there are informed citizens who can critically review, analyse and question Government policies and implementation and offer alternatives where necessary, the statement said.

The coaliation said in this era of openness, transparency and accountability, the government is expected to listen to its people, respect their views and engage in open dialogue so as to speed up development and democracy in various sectors including education.

The statement further stressed that open and transparent systems of government are quite challenging for many leaders brought up in the more top-down patriarchal structures of the past which have officially been abandoned.

FemAct was responding to the explanation provided to the mass media by the Minister of Education on November 18, this year in connection to the banning of HakiElimu's media slots on matters concerning primary and secondary education in the country.

"If the minister looked positively at the slots, both a positive and negative picture is depicted and the positive one is exactly what the government has been propagating through Primary Education Development Plan", read the statement in part.

According to the statement, the recent popular report on the implementation of PEDP ensured that Government's own findings based on rigorous review studies were communicated widely, with both positive achievements as well as gaps.

"Hence, one could defend HakiElimu on the term presented by the minister, by arguing that the information used for these activites is valid and reliable – and in deed, much of it emanating from the ministry itself," said Fem Act's statement.

FEMACT wataka mfumo mpya wa mawasiliano

Mtanzania, 25/11/05

Mtandao wa Mashirika 50 yasiyo ya Kiserikali yenye kuhusika na maswala ya kijinsia, haki za binadamu (FEMACT), umesema kunahitajika mfumo mpya wa masiliano kati ya serikali ya wananchi ili kuimarisha elimu na kujenga demokrasia shirikishi.

FEMACT imesema mfumo huo wa mawasiliano utawezesha kufikiwa kwa lengo kuu la elimu ambalo nikujenga raia wenye uwezo wa kuchambua na kukosoa sera za Serikali na utekelezaji wake, na kutoa maoni mbadala pale unapotakiwa ili kuharakisha maendeleo.

Mtandao huo ulisema katika taarifa iliyotolewa jijini Dar es Salaam jana, kwamba katika zama hizi za uwazi, ukweli na uwajibikaji, Serikali inategemewa kusikiliza watu wake na kuheshimu mawazo yao na kuwa na mjadala uliowazi.

"Kwa jinsi hiyo inatoa changamoto kwa viongozi wengi wa Serikali waliokuzwa kwa misingi ya kutoa amri mfumo dume uliopitwa na wakati. Je, Serikali na viongozi wake wako tayari sambamba na mabadiliko yanayohitajika kujenga demokrasia shirikishi?" ilisema.

FEMACT ilisema imetoa tamko hilo kutokana na matangazo ya Waziri wa Elimu ya Novemba 18, mwaka huu, ya kuhalalisha juhudi za Wizara yake ya kuizuia HakiElimu kujishughulisha na masuala ya shule za msingi na sekondari.

Ilisema hatua ambayo Waziri wa Elimu amechukua hivi karibuni kuzuia matangazo yanayotolewa na HakiElimu yasiendelee kutangazwa na vyombo vya habari, inaashiria kuwa serikali haiko tayari kuwasikiliza wananchi na mashirika ya kiraia kuhusu matatizo yanayoikabili sekta ya elimu.

FEMACT ilisema Waziri Mungai alizuia kutangazwa kwa matangazo ya HakiElimu kwa kutumia kifungu cha 18 cha Katiba kinachosema, 'bila kuathiri sheria za nchi' na kwa kutumia mamlaka aliyopewa na sheria ya elimu.

"Kama wengine walivyokwisha onyesha, kifungu kinachorejewa na Mh. Waziri hakipo tena – kimeshaondolewa kutoka kwenye Katiba kwa marekebisho na. 14 ya Katiba ya nchi, ambayo yalipitishwa na Bunge Aprili 2005," ilisema.

Mungai sasa atumia katiba ya zamani kuhukumu HakiElimu

Mwananchi, 27/11/05

Chama cha Wafanyakazi wa Kitaaluma wa Chuo Kikuu cha Dar es Salaam (UDASA) kimeshangazwa na taarifa iliyotolewa na Waziri wa Elimu na Utamaduni, Joseph Mungai siku ya Novemba 19 mwaka huu kuwa chama hicho pamoja na asasi zingine zimepotoka kwa kumtuhumu kuwa amekiuka kifungu cha 18 cha katiba ya nchi.

Hayo yamo katika taarifa ya Mwenyekiti wa UDASA, Prof. Chachage S. Chachage, ambayo Mwananchi Jumapili imepata nakala yake, akieleza kusikitika kuona kuwa – Waziri anawaelekeza kusoma kifungu cha sheria ambacho hakipo na kimeshafutwa.

Katika taarifa ya Novemba 19 Mungai alidai kuwa asasi zote ambazo zilimtuhumu kwamba amekiuka kifungu cha 18 cha katiba ya nchi zimepotoka na katika ufafanuzi wake alinukuu kifungu hicho cha katiba ya mwaka 1977.

Baada ya kunukuu, kifungu hicho Waziri aliwataka wale wote wanaolitetea shirika la HakiElimu ikiwa ni pamoja na UDASA wasome kwa makini kifungu hicho. UDASA katika taarifa yake ilieleza kusikitika kwamba Waziri wa Elimu ambaye anadai kuilinda sheria ya nchi hana habari kuwa hata hicho kifungu cha sheria alichokinukuu kimepitwa na wakati na kwamba sasa kinasomeka tofauti na ilivyokuwa hao mwanzo.

"Hapa inabidi Waziri Mungai akumbushwe kwamba haiwezekani taasisi zaidi ya 90 ziwe zilikosea katika kutafsiri Katiba au hazijui sheria zilizopo, isipokuwa yeye tu. Inasikitisha sana kuona Waziri wa Elimu ambaye anadai kulinda nchi hana habari hata hivyo vifungu vya sheria alivyovinukuu vimepitwa na wakati"

"Hivyo ni vifunguu vya mwaka 2000, ambavyo vilikuwa vikirekebisha vile vya mwaka 1984. katika Sheria Na. moja ya mabadiliko ya 14 ya Katiba ya Jamhuri, iliyopitishwa mwaka 2005, kifungu cha 18 kilifutwa na kuandikwa upya," alisema. Alimwomba Waziri wa Elimu na viongozi wengine kuwa makini sana katika matamko yao na utamaduni wa kufuatilia vikao vya bunge na mabadiliko ya sheria nchini.

Kifungu hicho cha katiba ya Jamhuri ya Muungano wa Tanzania kinacholeta utata kati ya pande mbili hizo kinasomeka hivi: Kila mtu ana uhuru wa kuwa na maoni ya kueleza fikra zake anayo haki ya kutafuta habari, kupokea na kutoa habari bila ya kujali mipaka ya nchi; anao uhuru wa kufanya mawasiliano na haki ya kutoingiliwa katika mawasiliano yake.

"Tunasikitika kutamka kwamba kunukuu vifungu ambavyo havipo ni kosa kubwa kisheria na hivyo kufanya tamko lote la Waziri kuwa batili, "Alisemma Prof. Chachage. "Tunamwomba Waziri Mungai na viongozi wengine wajifunze kusikiliza wanachi. Hizi ni enzi za uwazi na ukweli, na yabidi zijidhihirishe kimatendo. Sasa hivi imekuwa vigumu sana kwa watafiti, ikiwa ni pamoja na kupata vibali Wizara ya Elimu. Hili ni jambo la kusikitisha sana, na hatujui kama Wizara inamlinda nani na maslahi yepi, "alisema.

Mwanzoni mwa wiki hii Mtandao wa Mashirika Yasiyokuwa ya Kiserikali yanayoshughulikia masuala ya haki za binadamu Kusini mwa Africa (SAHRINGON) nayo pia yalieleza kusikitishwa na taarifa hiyo iliyotolewa na Waziri wa Elimu Joseph Mungai.

Mungai: No laws broken

Reporter, The Citizen, 28/11/05

Dar es Salaam – Education and Culture Minister, Joseph Mungai has denied claims that he violated the law by banning HakiElimu from involving itself in matters related to public education."By acting against HakiElimu, I neither abused my powers nor contravened the law", says Mungai, who advised his critics to thoroughly study the Education Act.

The minister insisted that Tanzania has a legal system and the aggrieved individuals or organizations are at liberty to go court to Educationalists (Fawe), in an initiative funded by the United States Agency for International Development (US-AID).

The programme was started to encourage more girls to study mathematics and science subjects so as to prepare them for higher education in those subjects. Under its project to improve the quality of learning in the isles, especially for girl pupils, about 40 other learners and eight teachers from Pemba were trained last September in the first batch of those the initiative targeted.

Mwanaidi Abdallah, the deputy principal secretary in the Isles Ministry of Education opened the camp in a ceremony held at Nkrumah Teacher's College.

Mwishoni mwa mwaka 2005, muda mfupi kabla ya uchaguzi mkuu, iliyokuwa Wizara ya Elimu na Utamaduni ilitoa agizo kuipiga marufuku HakiElimu kufanya na kuchapisha taarifa/ripoti yoyote kuhusu shule za Tanzania. Wizara ilitetea uamuzi wake ikidai kwamba kazi za HakiElimu zilikuwa batili, zikibeza na kudhalilisha juhudi za Serikali katika kuboresha elimu na kuushushia hadhi mfumo wa elimu. Uamuzi huo uliibua mjadala wa kitaifa kuhusu masuala ya elimu, demokrasia na jukumu la taasisi za kiraia katika kuiwajibisha Serikali.

Kitabu hiki kimekusanya habari, makala, tahariri, katuni, barua na matamko kuhusu suala hili. Kinaibua maswali ya msingi kuhusu uhusiano baina ya Serikali na asasi za kiraia, uhuru wa kujieleza na maana ya maendeleo ya elimu nchini.

In late 2005, shortly before the national elections, the then Ministry of Education and Culture issued a directive 'interdicting' HakiElimu from undertaking and publishing any studies regarding Tanzania schools. The Ministry justified its decision by claiming that HakiElimu activities were harmful, belittled government efforts and disparaged the image of education. The decision spurred a spirited public debate on education, democracy and the role of civil society in holding government accountable.

This book is a compilation of news stories, features, editorials, cartoons, letters and statements on this matter. It raises key questions about government–civil society relations, freedom of expression and the meaning of education progress in Tanzania.

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