“A child miseducated is a child lost”

John F. Kennedy

“[A] man is developing himself when he grows, or earns, enough to provide decent conditions for himself and his family; he is not being developed if someone gives him these things.”

Julius Kambarage Nyerere,
Founding President of Tanzania
(from his book Ufuru na Maendeleo (Freedom and Development), 1973)
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Acronyms

AIDS Acquired Immunodeficiency Syndrome
AGM Annual General Meeting
ATV Abood Television
BEDC Basic Education Development Committee
CAG Controller & Auditor General
CBO Community Based Organization
CBBP Centre on Budget and Policy Priorities
CE Citizen Engagement
CSO Civil Society Organization
CIVs Community Information Volunteers
DC District Commissioner
DED District Executive Director
DEO District Education Officer
DFID Department for International Development
DUCE Dar-es-Salaam University College of Education
EAT East African Television
ESDP Education Sector Development Plan
ESRF Economic Social Research Foundation
FPR Freeplay Radio
FemAct Feminist Activism Coalition
FOE Friends of Education
HIV Human Immunodeficiency Virus
IA Information Access
IT Information Technology
IBP-PI International Budget Project - Partnership Initiative
IDS Institute of Development Studies
ITV Independent Television
LGA Local Government Authority
LHRC Legal and Human Rights Centre
MoF Ministry of Finance
MP Member of Parliament
MEVT Ministry of Education and Vocational Training
MISA Media Institute of Southern Africa
MKUKUTA Mkatatu wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoEVT Ministry of Education & Vocational Training
NPA Norwegian Peoples Aid
NGO Non-Governmental Organization
NGONEDO Dodoma NGO Network
NPF NGO Policy Forum
NSGRP National Strategy for Growth and Reduction of Poverty (MKUKUTA.)
OD Organizational Development
PAA Policy Analysis and Advocacy
PCB Prevention of Corruption Bureau
PEDP Primary Education Development Plan
PER Public Expenditure Review
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<th>Acronyms</th>
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HakiElimu in 2008
Citizens for Quality Basic Education and Democracy in Tanzania

HakiElimu’s four year Strategic Program (2008-2011) focuses on ‘Quality Education’. It aims to enable citizens to be better informed, organized and equipped to realize quality basic education for liberation and democracy in Tanzania. This is an ambitious goal; however, with the right resources and mind-set, we believe it is possible.

Our 2008 to 2011 strategic focus and activities are directed to achieving four key outcomes;

1. Ordinary citizens across Tanzania are informed about basic education for liberation and democracy.
2. There is a broader, better informed and more imaginative debate on quality basic education and citizen agency.
3. Citizens across Tanzania are expressing their views and taking action to hold government accountable and making a difference in their own communities.
4. Government and other public institutions are more responsive to citizens’ views and demands.

While we commend the government for a job well done in expanding schools and enrolling more children to primary and secondary level, we still need to emphasize focus on learners’ outcomes, and thus quality. It is not enough to build schools if the quality of our education continues to deteriorate. Literacy and numeracy are basic skills that can transform people’s lives. However these are not enough. Education should be about bringing change and opportunity whilst liberating us from poverty. Our education should help our children;

- make sense and meaning out of all the subjects they learn in schools to prepare them for life and livelihoods, not just for exams;
- think and stand up for what they believe in with confidence and pride;
- believe they are somebody entitled to the full gamut of human rights and not ‘just’ a child.

In this annual report we document the successes, challenges and lessons learnt as a result of our contribution to information sharing and providing space for citizens to engage in education and democracy issues. HakiElimu’s programs provide the space for citizens to engage debate and take action in an informed and pro-active manner. This has been achieved through in-depth research on quality education, citizens’ participation, equity and democracy followed by extensive documentation and creative dissemination via publications, cartoon books, media programs, TV and radio spots, documentary films, letters to newspapers and linking Friends of Education to the media. As a result we have observed an increasing and broader debate on quality basic education during the 2008/09 budget session, and witnessed citizens of all ages expressing their views and taking action to hold the government to account. This supported our belief that true democracy will come from well-informed citizens who understand their rights.
The big challenge in Tanzania is to change our mind set and start rethinking how we want to make our nation better, starting with our children in schools. But how do we do that? Maybe its time to build a school where learning literacy is combined with learning civic duty where children understand ethics, morality and their role in developing a democratic nation. The Government has a responsibility to provide children with this, while providing a better quality education that emphasizes creativity and innovation, academic and occupational skills, and ethics and values that will make our children responsible, hard-working, good citizens.

We need to influence people to have a collective voice in building these transformative schools and creating these civic-minded and socially aware children. We need to redesign a new infrastructure - a road wide enough to embrace equity, (girls and boys, poor and rich), accountability, responsibility, commitment and pride in Tanzania.

It is time for us to start thinking as a nation. We need to decide what quality education means and to work together under one umbrella to realise our goals and create a developed, progressive and sustainable Tanzania.

Executive Director, Elizabeth Missokia
1. The Media Unit

1.1 Overall purpose

To enable information about education and democracy to be effectively reported and debated in the mass media and to support HakiElimu’s engagement with the media.

1.2 Programme summary

HakiElimu’s communication strategy utilizes the power of the media to convey important messages and share with the public critical information concerning quality education and democracy. The Media Unit activities were implemented via quality and investigative journalism; media programs; use of the media within HakiElimu; media monitoring; and other related activities.

Challenges facing basic quality education were investigated by journalists and reported in the mainstream media to raise public and Government awareness. Support to television and radio programs created more space for imaginative debate and discussion. Production and broadcast of Public Service Announcements (spots) inspired public debate and action towards challenges facing quality education. Current news related to HakiElimu’s work was monitored, documented and used to provide tips for other work within the organization.

1.3 Activity details

1.3.1 Quality Journalism

1.3.1.1 Major surveys

In order to raise the quality of investigative journalism and attract journalists to write stories around education issues, the Media Unit undertook two major surveys. The first reported on ‘The impact of non-professional teachers in Tanzania’ as a response to the Government’s 2006 programme of training form four and six leavers for four to six weeks in the ‘fast-track’ initiative. It was hoped this was an adequate period to equip young men and women with the competency in subject knowledge and pedagogical skills to deliver a quality education. The survey, in ten rural districts, assessed the impacts and challenges of using these ‘half-trained’ teachers and provided a comparative dimension between professional and non-professional teachers.

Reactions varied to these ‘half-prepared’ teachers, infamously nicknamed ‘Voda Fasta’, though most agreed it was not a good approach stating that it abused the teaching profession, resulted in severely unskilled teachers and added to the “continual killing and deterioration of our education system.” A number of frustrations for the fast-track teachers themselves were also recorded. They said the term ‘voda fasta’ was humiliating and degraded their motivation, a view supported by professionally trained teachers and parents who urged everybody to give respect to these young men and women.

In addition these teachers also face the usual teaching challenges - lack of teaching aids,
large number of students per class (ranging from 15 to 200), over-whelming workload due
to the teacher shortage, low salary, absence of teachers’ houses and long distances to and
from school. Despite this, some have demonstrated great potential. A number carried out
a highly commendable job and some took leadership posts especially in ward secondary
schools where the shortage of trained teachers is particularly acute. The survey results
were published in newspapers such as The Citizen, This Day, TBC Taifa, Majira, Mtanzania,
Tanzania Daima, Kulikoni, Mwananchi and via Star TV, and the BBC as well as shared with
stakeholders.

Fig 1: Teachers relax in the staff room instead of teaching

The second survey on ‘The cause, impact and situation of pregnancies in primary and
secondary schools in Tanzania’ was instigated due to an alarming rise in the numbers of
student teenage pregnancies. The Guardian newspaper reported Government figures of
over 18,000 schoolgirls who have dropped out of school in the past five years because
of pregnancy (The Guardian 5th February 2008, pg 30). The survey was carried out in 15
rural and urban districts to create a wide-spread awareness campaign. Findings illustrated
that society believes everybody, including parents, teachers and religious leaders, should support and encourage girls to complete their education.

From both surveys, a total of 26 investigative articles and stories were covered in newspapers, television and radio which stimulated nation-wide debate. Results will also be used to develop an advocacy strategy in 2009.

1.3.1.2 Individual investigative surveys

A total of 31 journalists were supported to carry out independent investigation on a choice of topics based on HakiElimu criteria. Seventy-two articles, news bulletins and stories were published in newspapers and broadcast on TV and radio on topics such as shortage of teachers in Urambo, Tabora (it was revealed that some citizens were volunteering to teach); misuse of public funds at Chunya and Kilindi; access to quality education at Lindi and Ifakara; and teachers' working conditions at Chunya.

As a result of one of the articles seven illegally expelled students at Nehula Secondary School in Dar es Salaam were re-instated. It was claimed the students had broken school ‘behavior and conduct’ but upon reflection the School Board ordered the students to return to school immediately (Mwananchi 14th August 2008).

*Fig 2: A house built by the village for new teachers in Laitimi, Manyara*
1.3.1.3 Training of journalists

Investigative journalism has proved to be very effective in the transformation of communities by facilitating citizens to take action in improving their society and holding the government to account. However, few journalists conduct quality, informed, reliable journalism. The Media Unit supported 30 journalists to undergo training in investigative journalism to raise their skills, improve their knowledge of education issues enabling them to effectively follow up on story tips, and undertake individual in-depth research. The training also sought to build enthusiasm for investigative stories on other topics such as democracy, good governance and human rights issues.

The training course was conducted in Bagamoyo where journalists put into practice what they had learnt in the training sessions. The training was successful and journalists agreed it had come at the right moment when the competition and thirst for in-depth and quality news in Tanzania is increasing. Most admitted that they only had partial knowledge on education issues, specifically quality education and education policy, but were now eager to write about these issues. As a result a special feature was broadcast on Star television that highlighted the impact of the implementation of PEDP and SEDP in Mwanza Municipal.

1.3.2 Media programs

1.3.2.1 TV and radio programs

As part of the mission to increase space for thinking and dialogue around issues of concern to the public with emphasis on quality education and democracy, HakiElimu sponsored five media programs: three TV and two radio.
ITV’s one hour Kipima Joto was outstanding in its choice of topics for discussion, quick opinion polls and vox pops (street interviews) approaches. Stakeholders discussed a variety of issues around quality of social service delivery such as health services, electricity, justice and urban planning as well as education issues such as schoolgirl pregnancies and Mwalimu Nyerere’s legacy to education. A total of 36 Kipima Joto episodes were broadcast weekly and the general public was able to phone in, give views and ask questions.

Changamoto Talk Show broadcast on TBC One hosts a panel of two to four invited guests and 10-14 audience members who share ideas and perspectives on a given issue of concern to the public. A total of six episodes were broadcast on: Medical practice and patients rights; the status of Kiswahili as the national language; Tanzania’s poor performance in international sports competitions; Tanzania as a dumping site for fake goods; do Tanzanians of Asian origin identify themselves as part of the Tanzanian community?; and are banks and financial institutions loan schemes and processes helpful to entrepreneurs?

Dira ya Mnyonge, another television program, became a voice for the voiceless in rural areas. The program producer moved from one district to another capturing peoples’ concerns about the quality of social services in their villages and districts. A total of 37 episodes were aired and the voices of ordinary marginalized peoples were heard together with the responses of district and municipal officials.

The Jicho Letu Wiki Hii radio program analyzed issues important to public welfare through the eye of the program presenter and ordinary people on the streets. Issues such as the 2008/2009 government budget; the challenges of language of instruction and mathematics in education; Mwalimu Nyerere’s legacy to education; the meaning of quality education; schoolgirl pregnancies; hardships facing street hawkers; pastoralist and farmer conflicts; HakiElimu’s Quality Education Report; and challenges in investigative journalism.

HakiElimu supported the daily Darubini radio news programs at Radio Free Africa, one of the leading stations covering Tanzania and beyond. A total of 188 episodes were produced and correspondents from various regions in Tanzania reported on a number of issues. Such issues included ethics in political parties; shortage of teachers in Kilolo-Iringa; teachers’ problems in Kigoma region; parliament discussion on the problem of schoolgirl pregnancy in Tanzania; and the accommodation problems facing boarding students in Geita-Mwanza.

1.3.2.2 TV/Radio spots

The making of Public Service Announcements (spots) is one of the major communication strategies employed to share crucial information with the public. Spots have sparked great public debate and in 2008, our television and radio spots included topics on language of instruction in secondary schools; primary and secondary schoolgirl pregnancies; the meaning of quality education; passing examinations as a measurement of success in education; and education challenges, namely how education has failed to solve our most pressing problems.
The 'language of instruction' spot was particularly successful. It featured a secondary school Geography teacher struggling to teach in English whilst the students look on disinterested. He throws a question to the class but no-one responds. The teacher becomes angry and repeats the question until finally a reluctant student mumbles an answer, first in Swahili, but then in stilted English when the teacher demands it. The scene switches. The same teacher, students, classroom and subject but now the language of instruction is Swahili. There is laughter, animation, interest and enjoyment and when the same question is asked the student answers with ease and confidence. Reactions to the spot were widespread as adults and children imitated the struggling Geography teacher. Even though many people found the spot humorous its core message was well discussed.

Contributors to the Jamii forum blog and the Wanazuoni yahoo blog site forums also joined in the debate whilst diverse opinions were expressed in the Tanzania Daima which called for Kiswahili as the medium of instruction whilst the Mwananchi Newspaper demanded proper and efficient English language teaching in schools.

Another popular spot on money condemned the squandering of public funds through corruption and other forms of theft. It depicted a group of students in class discussing how Tsh 133 billion could be spent on education. A government deputy minister Dr. Nkya stated her discontent with the spot claiming it planted hatred in students’ minds against the Government and threatened HakiElimu with ‘stern measures.’ However, HakiElimu received positive responses from the public and media defending HakiElimu’s stance and condemning the minister.

HakiElimu television spot on EPA scandal angers minister
A deputy minister yesterday expressed Government’s exasperation with a television spot addressing the External Payment Accounts (EPA) scandal in which Sh133 billion was lost to shadowy companies.

Dr. Lucy Nkya, the deputy minister for Community Development, Gender and Children, asked the Tanzania Education Network (Tennet) to warn a local NGO HakiElimu over the airing of the spot.

HakiElimu is one among 360 organisations under the Tennet umbrella and were not present at yesterday’s meeting where the minister made the remarks.

Dr. Nkya was speaking as a member of the parliamentary committee for social services during a meeting with Tennet as part of preparations for next session of the National Assembly. She found the TV spot annoying as it shows students in a maths class with an instructor explaining how the Sh133 billion could be spent to improve the education sector.

"I am a psychologist. I know the spot has negative impact among students against the Government," she said.

Tennet coordinator Dr. Joseph Kisauni told the minister he would pass the message but defended Tennet, saying it did not hold sway over HakiElimu activities.

Tennet chairman Mr. George also promised to consult over the TV spot but said however that the Government should work on the challenges raised by HakiElimu for the sake of the education sector in the country.

Fig 4: Article in The Citizen newspaper discussing a HakiElimu TV spot
In addition HakiElimu has also produced a TV spot in support of public anger against the recent killings of albino people in Tanzania. The killings, which are associated with witchcraft, have ended the lives of numerous albinos and ruined the lives of many who have lost body parts to this illegal and horrific practice.

1.3.3.3 Billboard assessment

In 2008, HakiElimu conducted an assessment of its 2007 billboard campaign. The billboards were placed in 26 districts (15 regions) across Tanzania Mainland to raise public awareness on the learning capabilities and outcomes of children completing primary and secondary school. It aimed to raise debate and question inputs, exams and any other measures that do not translate to knowledge and skills that the recipients of education need most for personal and social transformation. Furthermore the billboard campaign wanted to increase understanding of schoolgirl’s right to education amidst the increasing levels of schoolgirl pregnancy cases in the country.

The survey found that although an overwhelming majority of respondents were aware of HakiElimu, awareness was limited to recalling favorite radio and TV spots. Most of the respondents (87.5%) claimed to have heard of HakiElimu but many had little idea of the full extent of the organization’s services, values and mission. The research team recommended that billboards were not the most effective means of communication and suggested focusing on other media, especially TV and radio.

Fig 5: Cartoon depicting the need for a boarding school
1.3.3.4 SMS campaign

HakiElimu engaged in an SMS campaign where mobile phone users were asked to comment on two HakiElimu issues: schoolgirl pregnancy and albino killings. Almost 700 messages with varied perspectives on the issues were received. It is our intention to publish the received SMS comments widely in 2009 for public awareness, discussion and action.

1.4 HakiElimu using media

The Media Unit has been a vital link between the organization, citizens and the national media. Friends of Education and citizens have been supported in their use of the media by conducting ‘How to use the media’ sessions. As a result 36 letters were written by Friends and sent to media outlets for publishing; 51 Friends actively participated in TV programs; and 103 participated in various national and community radio programmes.

Friends’ profiles have been an inspiration to others through sharing experiences and encouraging motivation. A total of 12 friends were profiled, out of which eight were published in a newspaper as well as shared with the Information Access (IA) Unit for production of a profile booklet.

In linking the organization with media, launches and press conferences were given high coverage to ensure public awareness and to spur debate. ‘Mwalimu Bora’ competition and the Quality Education Report launch and exhibition were covered in the media and attracted a wide debate even in parliament (see Haki Elimu’s Quality Education report, ‘What is Quality Education?’).

Four staff appeared on ITV, Radio Kheri, Star TV and East Africa Radio and some partners and HakiElimu members participated in EATV talk show. This enriched our knowledge and increased our opportunities to share information.
1.5 **Conclusion and ways forward**

The increased coverage of education issues in newspapers is our key success. Supporting journalists through major media and individual surveys improved writing quality based on in-depth and objective analysis. Fifty-six districts were reached by journalists investigating and reporting issues on quality education in Tanzania.

We provided opportunities for citizens and experts to discuss issues of concern to their lives and welfare via television and radio programs supported and sponsored by HakiElimu. By analyzing various issues that were discussed in the programs, one sees the strength of media in informing and creating awareness in the public. The media spots generate considerable public and government debate. Many people also send comments to us indicating their perspectives on issues that we raise. Many give positive responses even though some think HakiElimu should refrain from advertizing negative aspects. Thus these challenging spots have stimulated wide debate and forced the government to start listening. We understand that changes will take a while to happen, but slowly there is evidence that the Government is listening and this is because of direct pressure from the Tanzanian citizens’.

It is HakiElimu’s intention, in 2009, to introduce new activities. We plan to begin ‘Youth Press Clubs’ where students will benefit from mentorship whilst reporting on quality education, democracy and policy issues. Since students are expected to become future leaders, we envisage that school clubs are the right targets to inspire progressive minds. Creative and innovative strategies will be applied to stimulate and motivate youth engagement in education and democracy issues. Also we will look into the power of newspaper cartoons to motivate thinking and discussion. We will endeavor to produce weekly cartoons on quality education and democracy in a popular newspaper.

We face challenges in establishing a systematic results-oriented practice for learning and measuring the impacts of our work. HakiElimu is going through a vigorous process to develop strategic monitoring and evaluation processes that will assess and document the success of its work in a more systematic manner. This will allow us to measure the strengths and weaknesses of our communication strategies.

Generally, HakiElimu’s use of media to challenge citizens to engage and make a difference, as well as hold the government to account has been a very successful approach. Through media programs, survey reports and spots Tanzania has witnessed change in teachers’ issues, accountability and community participation. There are still more challenges, but with continuous advocacy and increasing peoples’ access to information, change is inevitable.
Fig 6: The need for classrooms is critical. “Equity in service delivery is vital”
2. The Information Access Unit

2.1 Overall purpose

To ensure that key audiences, Friends of Education and the wider public in Tanzania are better informed on education and democracy rights, policies and developments, and that broader, more creative and vigorous public debate on these issues is generated. To provide popular publications, public competitions and expanded access to radios to stimulate this debate. To maintain the HakiElimu library and website.

2.2 Program summary

The IA Unit sourced and distributed Freeplay wind-up and solar-powered radios, and produced and systematically disseminated high quality popular publications. A national essay and drawing competition on ‘Mwalimu bora ni Yupi?’ (What is a good teacher?) attracted many entrants. The Unit also continued to develop the library stock to ensure the library better serves the information needs of staff and partners. Increased book promotion among staff has increased readership by 15%.

2.3 Activity details

2.3.1 Library

2008 saw 353 new titles ordered and 530 documents on various HakiElimu themes downloaded. All new items were processed and recorded on Alice (the library cataloging software) however some glitches in the ordering of publications from abroad have to be ironed out to streamline the process. A new activity was the setting up of a depository of HakiElimu’s publications. At the end of the year, 144 copies had been collated and entered on Alice. These included new and old titles missing from our previous records.

The Library Visuals Bank collected 95 photographs from various sources, mostly media surveys and Freeplay Radio (FPR) distribution events. Media surveys undertaken by journalists added to our stock of photographs. We also acquired eight cartoons from prospective illustrators for consideration for future use. A challenge is the failure of acquiring photographs which capture an action or cartoons which tell stories concerning the relevant concepts.

New books and audio materials were promoted during Monday meetings as a way of promoting readership among staff. This was innovatively done by staff volunteering to read and report on books instead of the librarian alone. This approach has motivated more staff to read books. Two spot checks and an annual stock take were carried out to monitor the library stock.
### 2.3.2 Popular publications

During 2008 a variety of popular and other publications were developed, printed and distributed. These are summarized in the table below.

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<th>No.</th>
<th>Publication name and description</th>
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| 1.  | *Calendar*  
An informative 2009 calendar was printed in September 2008 that publicized aspects of quality education. This allowed prompt distribution through newspaper insertions, mass mailing and other means. | 150,000 |
| 2.  | *Cartoon booklet*  
Copies of Cartoon Booklet 7 were printed and distributed to inform and generate discussion and debate on quality education outcomes. | 35,000 |
| 3.  | *Kiswahili story book*  
A Swahili story book titled 'Rehema na wenzake waokoa msitu' is at the printing stage (35,000 copies). The storyline and script were developed by a consultant with input from HakiElimu staff. Since the main target group is comprised of ordinary Tanzanians, the story book is printed in Swahili with simple, colour illustrations. Thematically the story book stands as a vehicle for encouraging broader debate and discussion on the quality of education issues in Tanzania. | 35,000 |
| 4.  | *Friends popular journal*  
A popular journal targeted at Friends of Education and other key groups was produced to encourage reflection and documentation of their advocacy activities, inform them on relevant resources and facts, and to inspire the sharing of this information. | 30,000 |
A Kiswahili Friend’s booklet containing letters from and profiles of Friends of Education was produced and distributed. This promoted the exchange of views and information and shared action taken towards the promotion of education, democracy, human rights and good governance among Friends and other citizens. | 30,000 |
| 6.  | *Demand for publication reprints*  
At least 13 assorted titles were reprinted as per requests and distributed to the Friends of Education, partners and other citizens. These included Mwalimu katika sheria, Tanu na raia, Tujisahhishe, Historia ya Elimu Tanzania. | 22,000 |
| 7.  | *A HakiElimu ‘Style Guide’*  
A style guide was developed and will become fully operational in 2009. It incorporates standards and quality assurance checks for the organisation’s publications and is expected to improve quality and efficiency. A limited number will be made available to staff due to copyright restrictions. | 100 |
The Information Access Unit

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<td>8.</td>
<td><em>SautiElimu Newsletter</em>&lt;br&gt;Two issues of SautiElimu were produced and distributed to citizens. This is a Kiswahili newsletter containing views and actions of citizens regarding education, democracy, human rights and good governance.</td>
<td>2 x 50,000</td>
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<td>9</td>
<td><em>Educational messages</em>&lt;br&gt;Commercially sold exercise books with six educational messages in Swahili were printed and distributed to inform the public on quality education.</td>
<td>10,000,000</td>
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<td>11.</td>
<td><em>HakiElimu publications catalogue</em>&lt;br&gt;For the first time a comprehensive HakiElimu publications catalogue was produced and distributed. This included print (10,000) and e-versions (including 500 CD ROM copies) containing full contents of publications to share with key partners to promote material on a global platform.</td>
<td>25,000</td>
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<td>12.</td>
<td><em>Competition book</em>&lt;br&gt;A booklet consisting of the winning entries on the ‘Elimu ni Uwezo siyo Cheti’ competition which was conducted in 2007 was developed, printed and distributed to different partners and Friends of Education throughout the country. This publicised the competition findings and fostered public debate on the theme and findings of the competition.</td>
<td>35,000</td>
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2.3.3 Information dissemination and feedback

The objective of this activity was to ensure HakiElimu publications are disseminated to identified audiences in a systematic and timely manner and feedback collated from these publications compiled, analyzed and used to further inform our work. The demand for HakiElimu publications is increasing rapidly. During 2008, HakiElimu distributed over 600,000 copies to Friends of Education, NGOs, private primary and secondary schools, as well as individuals and other partners. Visits to our office or requests for publications through letters, phone calls and e-mails is clear testimony of their popularity and effectiveness as exemplified in the letter in the appendices.

In 2008, some 8,000 Freeplay Radios were distributed to primary schools in six regions across Tanzania. Others were distributed to Friends of Education, disability schools and centers, and to the winners in the *Mwalimu bora ni Yupi* competition held during the year.

Although a thorough monitoring and evaluation of the efficacy of the radios is yet to be completed, feedback received so far shows they have filled a large gap in the public’s ability to access information, particularly in remote parts of the country.
2.3.4 Public competitions

The public essay and drawing competition fosters debate, gathers public views and creates public pressure and responsiveness. The 2008 competition on ‘Mwalimu Bora ni Yupi?’ was launched in collaboration with the Tanzania Teachers Union. A record number of more than 4,000 people with ages ranging from seven to 78 from all corners of the country entered the competition.

The aim was to engage the public in discussing quality education, specifically the attributes of a good teacher and how these are related to the delivery of quality education. Entrants produced a variety of practical examples as well as lessons learned from experiences with good teachers. Many entrants stressed the need for thorough pre-service and in-service training to improve teacher discipline and commitment to the profession and called on the Government to ensure opportunities for realizing these were in place to enable our teachers to deliver quality education to our children. The leading ten entries will be published in a book for wider circulation and posterity.

Meanwhile, a booklet consisting of the winning entries of last year’s competition, ‘Elimu ni Uwezo sio Cheti’ (‘It’s skills that matter in education not certificates’) was developed and 40,000 copies were printed. The booklet was distributed to different partners and Friends.
of Education to contribute to the on-going national debate on the quality of education, including whether children are learning the essential skills needed to support themselves and their families and contribute to their communities.

### 2.3.5 Website

The goals of the website are to inform the public about HakiElimu’s mandate, vision, goals and organizational structure. Past and current work is posted including the various publications and announcements of current activities. Links are also provided to like-minded or partner organisations.

During 2008, efforts were made to review and update the website in light of the organization’s evolving public engagement and information access strategy. The aim was to make it more dynamic and user-friendly. It has been reported by various people in Tanzania and outside the country how useful the website has been to many people. We have received letters and emails from people who have browsed our website and now would like to partner with HakiElimu. The aim is to keep improving it and include other options to make it more interactive and interesting as a source of information, learning and a place to extend imaginative debate in democracy and education matters.

### 2.4 Conclusion and ways forward

In 2008, the Information Access Unit produced and disseminated quality publications which were distributed to a wide audience in various parts of the country. Feedback received indicted that materials heavily illustrated with less text were more popular. To enrich the content of our publications and ensure they truly reflect the concerns of the people, staff will be encouraged to visit villages and communities to identify new ideas.

Visits by researchers, HakiElimu staff, as well as reports from people across the country reveal that much of the Tanzanian populace have access to our publications. However, there are gaps. How to address these will continue to be one of the major concerns of the programme in 2009. Opportunities to piggyback and coordinate with other CSOs and NGOs in distributing our publications, especially in remote areas that are not yet reached, will continue to be explored along with efforts to diversify the source of our books using local bookshops or publishers.

The other stumbling block is the interdiction hangover that seems to still affect some government officials. Although the interdiction was lifted two years ago, we still experience problems distributing our publications to public primary and secondary schools.
Fig 8: An exhausted teacher finally reaches school. Teachers need to be provided with accommodation near their schools.
3. The Citizen Engagement Unit

3.1 Overall Purpose

To facilitate citizens of Tanzania, including the poor and other historically disadvantaged people, to be better informed, able to monitor policy and practice, reflect, debate, organize and take action to develop education and democracy and hold the government to account.

3.2 Programme Summary

During 2008 the CE unit strengthened the capacity of citizens including the Friends of Education (FoE) to access and share information on education, democracy, governance and other relevant issues, raising and strengthening awareness of citizens on policy issues and enabling them to monitor policy and practice at the grassroots level. We also focused on deepening understanding and participation through organized action to inculcate new zeal among citizens and the FoE to be active and responsive to bring about change within their communities.

Many achievements were recorded in 2008 in relation to the expansion and diversification of the FoE movement. The number of Friends using media programs (radio, television and newspapers) to discuss pertinent issues increased, as well as the responsiveness of Friends through direct action and involvement in monitoring policy and practice. Below is the story of a Friend and the difference his action has made for his fellow students.

Rajabu Koshuma was inspired to join the Friends of Education movement after seeing other students discussing various education issues and calling themselves ‘Friends of Education’. “I was drawn by their debate and later they gave me publications from HakiElimu. The publications contained various issues but I was very much attracted to the debate regarding education for girls and children with disabilities. Since I joined the movement in 2006 I have done so many things. I am very proud of enabling one child who was HIV positive to go back to school. He left school after facing discrimination from teachers and fellow pupils. I contacted the Village Chairman and together we went to see the boy’s parents and teachers so that they would allow him to continue his studies. I talked to the parents and teachers and told them what the education policy states regarding the right to every child to access education regardless of their sex, ethnicity, physical situation or diseases they are suffering from.”

Stakeholders and partner organizations have commended the FoE movement as a significant achievement. However, the need to sustain the interest of existing Friends whilst stretching our capacity to reach more across the country, especially to the grassroots levels, remains our main challenge.
3.3 Activity Details

3.3.1 Recruitment and Information

We succeeded in recruiting 2,489 friends (1,248 male and 1,241 female Friends) in 2008, which made the total number of friends recruited since 2003 to 30,132, they were provided with kits containing basic information on education and other related issues. The contact information of all 4,373 Friends was entered into the database. Participation of women in the movement is still low at 33% in 2007 and 44% in 2008. We will intensify our efforts to recruit more women using lessons learnt from a programme of Action Research which highlighted inadequate information and delays in feedback and communication as the primary causes of poor participation.

We continued to provide information to Friends and other citizens and responded to 1,806 Friends letters and emails. A sample of these letters were analyzed to understand the range of issues raised. Quality of education was of primary concern. The needs and demands of the FoE will inform the organization plan of the CE Unit in 2009.

Focal Friends are fully-committed friends with initiatives which stand as lessons for others to learn. One hundred and seventy-six Focal Friends were identified and closer links established with them through zonal meetings. Initiatives from 21 Friends were supported with notice boards and/or books to enable them to open Community Information Centres that offer free library services to community members. HakiElimu staff conducted seven monitoring visits in Mwanza, Njombe, Lushoto, Lindi, and Kilosa to follow up and document usage and impact of the support provided. The report on the monitoring exercise illustrated that libraries have been well used by a diverse group of the community.

Some organizations use Friends as agents of change in their programs whilst other partner organizations expressed an interest in becoming co-facilitators of the Friends movement. CE will assess what is working so far and continue to identify more partners and NGOs, especially up-country.

Despite all the positive impacts of recruitment and information provision in the Friends movement, it has still proved difficult for people to assume ownership of the movement. They feel safer and more credible when identifying themselves as ‘Friends of HakiElimu’ and for many others the concept of ownership is still unclear. More effort is needed to communicate the concept of ownership to change the mind-set of the Friends enabling effective sustainability.
3.3.2 Policy monitoring and accountability

Rafael Jumanne, a Friend of Education from Vudee, Same, narrates that through public forums he has worked together with 30 other Friends to inculcate a sense of activism within their ward. They have convinced other villagers to be active participants at village meetings and hold their leaders accountable. He says that in the primary school in their village they have managed to reduce truancy, which was a major problem, to less than 25%. Now even the school committees in the villages are very informed and now assume their roles effectively. Other citizens have gained confidence in Friends and have been linking citizens with problems which require legal support. Jumanne has assisted girls who were sexually assaulted to go to court to seek justice.

A monitoring guide was conceptualized to enable citizens to monitor the compliance of education policies, such as PEDP, and the appropriate use of funds. Training in policy monitoring was conducted to 156 Focal Friends in four regions. One thousand three hundred copies of the monitoring guide together with the PEDP monitoring tool were sent to Friends to enable documentation of PEDP impact at the grassroots level.

Public forums were also conducted by Friends groups in Serengeti, Songea, Kahama and Dar es Salaam. This allowed Friends to share information and discuss pertinent issues that are negatively impacting on the quality of education as well as discussing possible actions to rectify the situation.

3.3 Citizen organizing and action

“I have been so informed since I joined the Friends movement. Zonal meetings have been an eye-opener. With the publications and support I received from HakiElimu I opened a small information centre in Singida. As days moved on more people started to come and read the publications especially in the evening and various questions were raised.

I got a job transfer to Kasulu and unfortunately when I returned to Singida after three months absence I found the library in a bad shape due to lack of supervision. I decided to move all the publications from Singida to Kasulu and started mobilizing other citizens to join the Friends of Education movement. As a result many people started using the library especially students from primary schools, secondary schools and teaching colleges around Kasulu.

Now, as well as the library, I have founded an organization called the Gunda Foundation which aims at enabling the community to deal with challenges in the education, health and information sectors. We are also in the process of developing a special website dedicated to Friends of Education where we can share all our experiences” Musa Gunda – Friend of Education, Kasulu

Twenty Friends were trained with skills to collect, analyze, document and share information at the grassroots level in order to become ‘Community Information Volunteers’ and inform
the community on policy and development issues. A practical guide for supporting Friends e.g. in running group discussions and generating community participation, was developed and distributed.

Friend’s zonal meetings were held in Mwanza, Mbeya, Arusha, Mtwara and Dodoma attracting 176 participants. The Friends annual meeting was held in Morogoro and attended by 50 Focal Friends, and a further meeting was initiated by Focal Friends in Simanjiro District, Manyara Region. The meetings enabled Friends to share experiences, clarify the Friends concept and provide knowledge of using media, skills for forming groups and monitoring policy implementation, as well as discussing education and governance issues. One participant representing Kilosa District Council commented:

“These kinds of meetings are very important for the development of education and democracy. I didn’t expect to find ordinary citizens discussing such issues seriously and critically. Next time, you the organizers, make sure you invite the District Executive Directors to participate and hear what people are saying. It will help them in planning and monitoring implementation of education projects in their respective councils.”

3.3.1 Communicating views and lessons

Friend’s views and actions were shared broadly to inspire other citizens and raise debate around the country. Fifty-one Friends shared their views through individually-initiated television and radio programs. Friend’s letters were forwarded to editors of which 36 were
published in the newspapers as well as SautiElimu. In addition, one short film narrating Friends efforts in dealing with child rights protection was made in collaboration with the Media Unit.

Friends were supported to participate in forums organized by other organizations where some presented on the Friends concept. Eighteen Friends were facilitated to participate in the CSO Exhibition at Parliament in Dodoma, a valuable networking opportunity. A further three meetings were attended by 35 local government leaders in Mbeya, Mtwara and Dodoma to share the Friends concept and explore participation and collaboration with Local Government Authorities (LGAs). It is too early to assess the added value of these meetings for the Friends movement.

3.4 Conclusion and ways forward

The Friends concept needs to be broadened. This is not a fast process but takes time and needs continuous effort. There is great value in meeting face-to-face with Friends through zonal meetings and field visits and we aim to hold more meetings, especially in isolated areas. The meetings we conducted strengthened Friends engagement in the movement and improved relations among Friends and between Friends and HakiElimu. We need to increase our efforts in facilitating the movement and ensure we document lessons and case studies to enable learning from shared experiences.

2008 has again proved successful in recruiting more friends, especially women. This was due to deliberate efforts to carry out action research to learn why women did not participate as actively as men in the movement. Findings were included in the program throughout the year. Women found it very challenging to attend seminars held outside their community for more than a day because of chores and other responsibilities entrusted to them by the community. To facilitate this most Friends meetings will now happen at the district and village levels, as opposed to the regional level, to allow more women to engage. Empowering FoE to participate in monitoring PEDP and other education activities in schools has been a challenge but also very successful. FoE have become more active in following up on education issues in their communities as well as writing letters to district officials to complain or demand for change. A greater number of friends have found it easier to share and debate on different matters in education through local radio or television stations.

HakiElimu plans to continue expanding the FoE movement at school and within LGAs to ensure quality education, community participation and Government accountability improves.
Fig 10: A Central Government official imposes his budget on the local government official. To what extent are powers being devolved to local authorities?
4. Policy Analysis and Advocacy Unit

4.1 Overall purpose

To undertake independent analysis of basic education policies, budgets and related issues, to monitor government actions and promote broader debate and advocacy.

4.2 Programme summary

During 2008 the Policy Analysis and Advocacy (PAA) Unit prioritized research analysis and advocacy and continued to make effective use of the media by participating in public fora as an effective way of sharing knowledge and informing the public on policy issues.

To ensure the organization takes a leading role in enhancing transparency and accountability of the Government towards resource use, the PAA unit actively pursued a number of activities, the most outstanding being working closely with CE in training Friends of Education on expenditure tracking, governance and democracy. Meanwhile PAA maintained close collaboration with the Policy Forum, TEN/MET and the International Budget Project (IBP).

Tangible successes include the preparation and publishing of a CSO guide to the budget titled ‘Understanding the budget process in Tanzania: A civil society guide’ in Swahili and English and capacity building of PAA staff through training programmes and technical assistance from IBP. National policy debates and advocacy were implemented through the writing of op-eds, working papers and by working in coalition with partner organizations in Dar es Salaam and up-country.

4.3 Challenges

The unit faced three main challenges. Firstly, accessing budget books in the MoF and MoEVT has continued to be a stumbling block causing delays in analysis and advocacy work. Secondly, the slow uploading of Parliamentary Hansards onto the website contributed to delays in the monitoring of promises made by Parliamentarians. Thirdly, PAA formalized coalitions with few up-country partner organizations impeding collaboration.

4.4 Activity details

4.4.1 Basic education research, analysis and advocacy

An official launch of ‘What is Quality Education? A research report on citizens’ perspectives and children’s basic skills’ took place in May 2008. A total of 10,000 copies (5,000 English and 5,000 Kiswahili) were distributed alongside two subsequent exhibition events in Dar es Salaam and Dodoma presided over by the Director of Primary Education in MoEVT. The launch provided an opportunity to explain and advocate on the concept of quality
education. The report was well received by the MoEVT, and the Director of Primary Education affirmed the ministry was, ‘pleased to see that stakeholders like HakiElimu are carrying out research studies aimed at contributing to improvement of our education system especially on quality. Concerted efforts are needed to ensure that what has been exposed by research gets solutions.’

Fig 11: Pupils with hearing disability in class at Msasani Primary School

The general public acknowledged that the findings were a clear reflection of the state of education in Tanzania today which encouraged HakiElimu to impel the Government to address this. During the June/July Dodoma meeting Members of Parliament frequently made reference to this report illustrating its accuracy, significance and impact.

Report conclusions led to the identification of a new research topic titled ‘Accessibility to basic education for children with disabilities’. This will be launched early in 2009 and used to engage Government and the general public on the importance of primary and secondary education to children with disabilities. It will be used to advocate for the rights of enrollment and supply of adequate provisions e.g. teachers, appropriate infrastructure and learning and teaching materials.
The PAA Unit monitors key policy developments on education, budgets, public expenditure, corruption, governance, democracy, human rights, parliamentary debates, and other development issues via the reading of five daily newspapers. The monitoring process improved following the purchase of a TV which aided Parliamentary level information collection shared amongst HakElimu staff through weekly e-mails of Hoja Katika Sera Wiki Hii.

A position paper was published titled ‘Who is a teacher? A quality teacher for quality education’. A total of 10,000 copies (5,000 English and 5,000 Kiswahili) have been printed and are awaiting launch early in 2009. The publication will be invaluable to teachers, policy makers, parents, students and the general public in demystifying false beliefs about teachers and teaching as a profession.

During the year regular meetings were held with teaching staff of Dar es Salaam University College of Education (DUCE) and the faculty of education of the University of Dar es Salaam (UDSM) to discuss and share information on education development issues. The PAA Unit also liaised with key research institutions REPOA and the Economic Social Research Foundation (ESRF). These partnerships were very informative initiating a need to make the relationships more formalized.

4.4.2 Resource transparency and accountability

Basic education resources were analyzed and monitored in order to improve transparency and accountability. Two field surveys on budget analysis for quality education were undertaken in Morogoro and Dodoma. District Councils were involved in tracking education funds disbursed to the councils for primary education (PEDP). The findings will be useful for advocacy activities. In collaboration with the Policy Forum Budget Working Group, a CSO guide to the budget in Tanzania was prepared. A total of 4,500 copies have been produced for distribution. Based on this guide a popular version of a ‘Citizen’s Guide to the Budget Process’ will be prepared.

The relationship was strengthened with the International Budget Project- Partnership Initiative (IBP-PI) to enhance budget analysis and advocacy. Through this initiative, two PAA staff, have been involved in the Open Budget Survey for enhanced transparency in budgets and expenditures. Two further staff visited the Centre for Social Accountability for training on social justice and accountability. Two staff from the Malawi Civil Society Coalition for Quality Education visited HakiElimu to learn about our work on education and advocacy.

PAA participated in two CE workshops in Dodoma and Morogoro to train Friends of Education on education and policy issues, local government, budgeting processes, expenditure tracking and advocacy issues. The Unit prepared a training kit for FoE and 5,000 copies have been printed for distribution. The training kit will be used by Friends and other citizens, local leaders, community organizations, civil society, government officials and peoples representatives (MPs and councilors).
4.4.3 Monitoring Government

Relevant statements and actions of Government leaders have been monitored and shared, along with the legal framework to facilitate greater understanding, debate and accountability. All government promises made by leaders have been compiled and 5,000 copies published. In addition, a summary report on promises made during 2005 to 2007 was compiled and put into a template ready for converting into a searchable online database. Briefs have been generated on different issues and the monitoring of Parliamentary proceedings via Hansard and TV broadcast were accomplished. The Education Act of 1995 was analyzed and written in to simplified legal language in English and Kiswahili. This publication will be useful for education officials, teachers, students, parents and other users in Government and civil society organizations to enlighten them on the fundamental legislation which governs education.

For the first time, the Government used PAA analysis of the CAG 2005/2006 report in its 2007 Poverty and Human Development report citing our breakdown of questionable local government authority transactions for 2005/06 (URT: PHDR 2007:64). This is a great achievement and indicates that our relationship with the Government is improving and that our work is found to be reliable and valuable.

4.4.4 National policy debate and advocacy: Citizens’ views and demands on basic education and democracy issues

Weekly op-eds in Kiswahili and English were written by Unit staff and published in The Mwananchi and The Citizen newspapers throughout the year. These publicized HakiElimu’s stance on education, governance, budget and related issues. For purposes of advocacy a collection of Kiswahili op-eds (5,000) have been collated and published for distribution.

Working papers on HakiElimu’s key themes were identified, researched and written. Towards the end of 2008 a total of seven working papers were printed and 5,000 copies printed for distribution.

The PAA Unit effectively participated in meetings and breakfast debates organized by the Policy Forum’s Budget Working Group and Local Government Working Group on budgets and local governance. The Unit participated in meetings organized by TEN/MET on education development issues including monthly debates, annual general assembly and Global Action Week. Through expanded coalition work with up-country networks, relationships with the Mwanza Policy Forum and the Dodoma NGO Network (NGONEDO) were established.

Lessons were exchanged with other units though learning sessions on policy analysis, social monitoring and accountability, and budget analysis, and information exchanged through regular monthly staff meetings. Staff participation on talk shows was strengthened. One staff participated in a TV talk show on education on Abood Television (ATV), Morogoro; two staff participated in Jenerali Ulimwengu to talk on education issues; and one staff...
participated in ‘This Week in Perspective’ on TVT on women and education. During such media talk shows, key policy issues were extensively discussed and HakiElimu’s position well articulated.

4.4.5 Other technical assistance provision and cross-cutting activities

PAA Unit staff wrote 16 letters to the editor on key policy issues and forwarded to the Media Unit for publication. Staff capacity was improved via training, book club sessions and other learning opportunities. During 2008 the Unit benefited from the support of four Technical Assistants including two expatriates and two local staff engaged as consultants.

4.5 Conclusion and ways forward

PAA activities during 2008 were highly successful. On research analysis and advocacy tangible research findings were documented, published and widely disseminated. Consultations with professional education institutions enabled HakiElimu to articulate its position and publish position papers on selected topics. The Unit has learnt that research work consumes time. In future, such activities will be carried out during the first two quarters of the year to leave sufficient time to report and advocate on the findings.

Resource transparency and accountability focused on capacity building within communities. The Unit worked with international partners, particularly IBP-PI, to enhance budget analysis and advocacy activities. Follow up work connecting budget analysis to research activities and developing cost estimates to achieve key policy targets will continue in 2009. Consultants will be used where necessary.

Monitoring Government through newspapers and the Parliamentary Hansards was achieved, however Government delays made this difficult. The Unit plans to enhance relationships with the Parliament sub-office to aid access to documents. PAA's role in policy debate and advocacy has been encouraging particularly in writing working papers as well as significant achievements in the weekly op-ed columns. A heavy work load has necessitated that every HakiElimu staff is now responsible for writing these.

PAA's work played a big role in enabling the Media and Citizen Engagement Units to access pertinent information to achieve their Unit objectives. The Quality Education research information was discussed in Parliament and cited as excellent because of the style and openness of HakiElimu. This shows some indication that the Government is listening and willing to use HakiElimu’s findings and recommendations. However, this does not mean that changes are happening in the speed that many Tanzanians would like to see, but this is one step that shows there is a need for CSOs and citizens to continue to advocate for change in education and governance.
Fig 12: Cartoon depicting lack of accountability
5. Organizational Matters

5.1 Overview

2008 was successful in terms of implementing our four year strategic program (2008-2011). HakiElimu continued to improve its systems, policies and staff capacity through training, reading and attending seminars and meetings. Support and guidance was provided to all programs to ensure the smooth operation of activities in an effective and efficient manner.

5.2 Human resources

Staff engagement and team spirit in all our work was emphasized and we were able to witness positive results. Imaginative debate and activism in various matters especially education, democracy and issues concerning public funds were discussed in various formats generating information to inform our work. Monthly meetings and learning sessions continued to be key forums to discuss successes and challenges as well as share experiences among HakiElimu employees and partners.

5.3 Staff learning and development

Staff learning was promoted via on-the-job training and supporting staff to attend short courses and long-term training. Three staff members including the manager for the Media Unit were supported to pursue their Masters Program outside the country, while others continue to attend first and second degree courses through universities and colleges in Tanzania. Learning sessions and book clubs provided another valuable learning avenue for staff.

Staff meetings allowed discussion on issues concerning their welfare and that of the organization. A number of important issues were raised that were used to improve staff performance, morale and the working environment in general. Two learning sessions on HIV/AIDS were conducted and further protection measures were considered such as ensuring the availability of condoms.

5.4 Office environment

A well maintained building and surroundings together with efficiently functioning office equipment ensured a good working environment. HakiElimu vehicles were maintained with effective monitoring of fuel, mileage and cost. One old vehicle (Toyota Starlet) was sold and replaced by a new TATA Indigo which has low fuel consumption to increase efficiency and reduce maintenance, fuel costs and our environmental impact.

Staff are more conversant with the administration policies due to learning sessions where concerns were raised on policies and clarification was provided by the Executive Director.
Other issues that need further attention are being worked upon and shall be shared with the Board of Directors, as per policy, for consideration.

One of the biggest challenges that we continue to face within the organization is retaining qualified staff. This year, the Monitoring and Evaluation officer and two Program Officers resigned. Though we filled the gaps to ensure the smooth running of activities, it was difficult due to stiff competition in compensation packages and increased mobility. Even with introduced motivation staff still resign for higher pay.

5.5 Youth development and internship

Young professionals continued to be encouraged via internship programmes to learn skills and acquire experience. Interns were based within the Finance, PAA and EDO (IT) Units. In 2008, we had a total of 9 interns (6 males and 3 females), two of which had degrees in mass communication from University of Dar es Salaam and one from the Institute of Finance Management. They participated in public meetings, visited partner organisations and were active in our annual retreat for preparation of the 2009 annual plan. Feedback received stated that the experience they gathered at HakiElimu coupled with the organisation’s good reputation for its active role in society, contributed a great deal in securing long-term jobs. The IT intern was employed on a permanent basis at HakiElimu since the position was vacant.

All in all, the internship programme was successful and has greatly assisted these young professionals in advancing their careers and finding gainful employment.

5.6 Financial and donor management

2008 has been the first year of the four year (2008–2011) strategic program (and HakiElimu’s third program strategy). Donor partners who continue to fund the HakiElimu Strategy include: Embassies of Sweden (Sida), Ireland (DCI), Norwegian Peoples Aid (NPA) and Hivos and our two new donor partners are Department for International Development (DFID) and The Google Foundation. We have also continued to receive technical and financial support from the Center on Budget and Policy Priorities (CBPP) who support HakiElimu on budget work.

HakiElimu continued to manage its finances with emphasis on quality documentation achieving value for money, high standards of accountability, transparency, checks and balances, and timely reporting. As advised by the auditors and Board of Directors, HakiElimu conducted a re-evaluation of its buildings and assets. Fixed assets were revalued by a professional registered valuer and effects included in the financial statements on 31 December 2008. In accordance with the Income Tax Act, 2004 Sec. 131 and 64 (8), HakiElimu is required to apply for Commissioner of Income Tax ruling as a charitable organization. Unfortunately our application was rejected on 23 December 2008. We have lodged an objection and are sourcing a lawyer to represent us. Should we lose, HakiElimu shall be liable to pay taxes including Skill Development Levy (SDL) which is 6% of salaries.
paid. We are working with other CSOs to lobby for acceptance of our request from the commissioner, however, this looks like a long process. Meanwhile we continue to process all tax exemptions as before, but with challenges.

Our Independent Auditors continued to be Grant Thornton Tanzania (now known as Horwath Tanzania). The Auditor’s issued a clean report on HakiElimu 2008 accounts and our financial statements give a true and fair view of the state of affairs of HakiElimu as on 31 December 2008.

5.7. Planning, monitoring and reporting

Monitoring and evaluating the impact of our actions is vital to assess the success of our work and make effective plans for our future. However, monitoring success is challenging when change in people’s mind-set or attitude takes time, and when several actors contribute to the same struggle making it impossible to claim individual victory. Understanding this, HakiElimu has devised several processes to monitor, evaluate and report on our work. This will demonstrate the impact of our work for future development and also inform us of any challenges as we proceed.

The monitoring and evaluation plan has been developed and is being used as an orientation model for staff to assess the impact and results of our work. This has been linked with a self-initiative monitoring plan through the support of IBP, to monitor budget work activities. Initial case studies will be researched, monitored, documented and shared with partners in 2009. We plan to conduct a mid-term evaluation towards the end of 2009 to inform us about the outcome of our activities and pilot our monitoring and evaluation framework. Staff will be trained in the appropriate skills to facilitate effective assessment and future planning.

The CE unit documented and reported on our successes and challenges in working with Friends of Education, and our work with the media. It is important to know how HakiElimu has been successful in using media to influence the government and how media has influenced ordinary citizens to transform their societies. Many issues have been collected, some documented and shared and we aim to have our experiences fully documented in 2009.
IT IS IMPORTANT THAT EVERYONE PARTICIPATES IN THE OPPORTUNITIES AND OBSTACLES DEVELOPMENT MEETING.

IF WE PARTICIPATE, WE MIGHT GET WHAT WE NEED.

YES, OUR NEEDS AND VOICES WILL BE HEARD.
Conclusion

Our four strategic outcomes aim at informing and enabling ordinary citizens to engage in imaginative and broad debate on quality education in Tanzania. An informed society will participate in education activities, fight for democracy and demand quality service delivery whilst holding the government to account.

This report evidently demonstrates that HakiElimu was able to accomplish all the planned activities, with minimal challenges.

HakiElimu through media, the Friends of Education Movement, popular publications, dissemination of research findings, dialogue with government officials and advocacy campaigns have reached a large sector of Tanzanian society. While informing ordinary citizens, especially those in remote areas, remains our major challenge, securing information from government institutions is also a major obstacle. On one hand, the acceptance or tolerance of HakiElimu's campaigns and advocacy messages via media and publications has improved, whilst on the other it continues to be a battle.

HakiElimu has learnt several lessons throughout 2008. One major lesson is the importance of strengthening relationships with Local Government Authorities, while continuing to retain our credibility that ensures accountability and democracy for citizens. We built closer relationships with LGAs and other government bodies to ensure easy accessibility and implementation of our work and that of FoE. We witnessed the acceptance of the findings and recommendations from the Quality Education Research which were debated in parliament and incorporated into future education plans. But is this enough? HakiElimu and its partners would like to see the Government really address issues of Quality Education in relation to learners’ outcomes, starting with teachers’ training and welfare. In 2009 we will continue to strongly emphasize these issues, focusing on accountability and governance via budget reviews and analysis, as well as community participation. The idea is to develop channels and systems that will facilitate easy accessibility of information, accountability and avenues for citizens to influence change from the community level to the district level which eventually will influence regional and national decision making and policy.

Extending our relationship and collaboration with district and regional networks has been another great lesson and experience. In 2008 HakiElimu worked towards strengthening partnerships with district coalitions and government authorities as well as national networks such as TEN/MET and Policy Forum to expand information sharing and advocacy. Our involvement included actively participating in Budget Working Group meetings, reviews of education activities with Ministry of Education and other CSOs, linking Friends to district offices and other CSOs, training of FoE and journalists on policy (PEDP) and budget issues, and field visits to communities to discuss education development. HakiElimu intends to join forces with many more CSOs and citizens to influence the government to redefine quality education, in order to develop strategies that will focus on improving the lives of Tanzanians through improved quality of education. More CSOs
need to work with ordinary citizens to enable them to engage in education debate and hold the government to account

Strategically HakiElimu is strengthening collaboration with networks in Sub Saharan Africa in order to expand its advocacy work and influence African Leaders to focus on Quality Education for Africans. Through these networks, HakiElimu will have opportunities to learn various approaches and best practices, but also share its experiences with others. HakiElimu’s style of working has already proved to be working in other countries within East and Southern Africa where HakiElimu has been able to provide technical expertise, especially with our media work. There is opportunity to work with these partners to influence decisions that affect our country’s education plans through avenues such as the East African Community, African Parliament, SADC and so on. HakiElimu will continue to explore other channels and opportunities to expand its advocacy work and campaigns to provide space for ordinary citizens to take action and influence change.

Despite so many challenges, HakiElimu is optimistic and confident to improve what we do for wider impact. Positive feedback from our partners, citizens and neighboring countries are motivation for us to carry on in a more vigorous but calculated manner to improve education that will ensure democracy, the right to information, human rights and dignity.

Fig 14: At the Government Village office.

The ordinary citizens are not given any opportunity to be heard.
REPORT OF THE INDEPENDENT AUDITORS

TO THE MEMBERS OF HAKIELIMU

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

We have audited the accompanying financial statements of Hakielimu which comprise the balance sheet as at 31 December 2008, the income statement, statement of changes in funds and cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory notes. These are set out on pages 7 to 20.

Directors' responsibility for the financial statements

As described in page 4, the company's directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and with the requirements of the Tanzanian Companies Act 2002. This responsibility includes designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies, and making accounting estimates that are reasonable in the circumstances.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
REPORT OF THE INDEPENDENT AUDITORS

TO THE MEMBERS OF HAKHELIU (Continued from page 5)

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

Opinion

In our opinion, the financial statements give a true and fair view of the state of affairs of the Company as at 31 December 2008 and of its surplus and cash flows for the year then ended in accordance with the International Financial Reporting Standards and comply with the Companies Act 2002.

Report on other legal and regulatory requirements

This report, including the opinion, has been prepared for, and only for, the company’s members as a body in accordance with the Tanzanian Companies Act 2002 and for no other purposes

Horwath Tanzania
Certified public accountants in public practice

Signed by Christopher Msuya

Date: 20 April 2009
HakiElimu

INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2008

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<tr>
<th>Notes</th>
<th>2008 (Tzs.000)</th>
<th>2007 (Tzs.000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue Grants 2</td>
<td>1,751,725</td>
<td>1,496,596</td>
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<tr>
<td>Release of capital grant 7</td>
<td>125,844</td>
<td>70,273</td>
</tr>
<tr>
<td>Release of deferred grant 8</td>
<td>754,354</td>
<td>1,249,870</td>
</tr>
<tr>
<td>Other partners contribution and reimbursements</td>
<td>17,885</td>
<td>13,670</td>
</tr>
<tr>
<td>Interest income</td>
<td>44,432</td>
<td>59,236</td>
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<tr>
<td>Foreign exchange gain 6</td>
<td>68,661</td>
<td>-</td>
</tr>
<tr>
<td>Other income</td>
<td>4,000</td>
<td>8,030</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,768,841</strong></td>
<td><strong>2,899,405</strong></td>
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Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>2008 (Tzs.000)</th>
<th>2007 (Tzs.000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>681,759</td>
<td>526,029</td>
</tr>
<tr>
<td>Information access</td>
<td>611,330</td>
<td>723,419</td>
</tr>
<tr>
<td>Citizen engagement</td>
<td>128,615</td>
<td>127,418</td>
</tr>
<tr>
<td>Policy analysis and advocacy</td>
<td>220,900</td>
<td>160,451</td>
</tr>
<tr>
<td>Governance, Monitoring and Evaluation</td>
<td>158,322</td>
<td>116,445</td>
</tr>
<tr>
<td>Program and support staff</td>
<td>687,175</td>
<td>450,917</td>
</tr>
<tr>
<td>Running costs</td>
<td>132,021</td>
<td>117,897</td>
</tr>
<tr>
<td>Depreciation</td>
<td>123,644</td>
<td>70,213</td>
</tr>
<tr>
<td>Loss on exchange</td>
<td>-</td>
<td>239,538</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,750,976</strong></td>
<td><strong>2,552,922</strong></td>
</tr>
</tbody>
</table>

Surplus for the year | 3 | 17,885 | 342,483 |
### Financial Statements

**HakiElimu**

**BALANCE SHEET AS AT 31 DECEMBER 2008**

<table>
<thead>
<tr>
<th>Notes</th>
<th>2008 (TZS.000)</th>
<th>2007 (TZS.000)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non - Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>4</td>
<td>1,039,496</td>
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<tr>
<td>Current assets</td>
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<td></td>
</tr>
<tr>
<td>Other receivables</td>
<td>5</td>
<td>47,561</td>
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<tr>
<td>Cash and cash equivalents</td>
<td>6</td>
<td>2,316,346</td>
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<tr>
<td></td>
<td>2,364,307</td>
<td>1,802,513</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>3,403,713</td>
<td>2,199,298</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EQUITY AND LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital grants and accumulated fund</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accumulated funds</td>
<td>7</td>
<td>1,049,374</td>
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<tr>
<td>Capital grant</td>
<td></td>
<td>231,703</td>
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<tr>
<td>Revaluation reserve</td>
<td>11</td>
<td>808,100</td>
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<tr>
<td></td>
<td>2,086,780</td>
<td>1,338,274</td>
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<tr>
<td>Current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred grants</td>
<td>8</td>
<td>1,056,252</td>
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<tr>
<td>Other payables</td>
<td>9</td>
<td>253,532</td>
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<tr>
<td>Social welfare fund</td>
<td>10</td>
<td>5,142</td>
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<tr>
<td></td>
<td>1,314,933</td>
<td>771,024</td>
</tr>
<tr>
<td><strong>Total equity and liabilities</strong></td>
<td>3,403,713</td>
<td>2,199,298</td>
</tr>
</tbody>
</table>

Chairperson:  
Date: 16/1/2009

Executive Director:  
Date: 16/04/2009
## Financial Statements

### Hakileimu

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008**

### 17. Budgets and Actual Expenditure Comparison

<table>
<thead>
<tr>
<th>Account description</th>
<th>Budget</th>
<th>Actual</th>
<th>Actual/Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TZS '000</td>
<td>TZS '000</td>
<td>%</td>
</tr>
<tr>
<td><strong>1.1 Media</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediate media surveys</td>
<td>38,505</td>
<td>28,034</td>
<td>73</td>
</tr>
<tr>
<td>tv stations training of journalists</td>
<td>28,900</td>
<td>19,195</td>
<td>66</td>
</tr>
<tr>
<td>Sixty weekly TV/radio programs</td>
<td>21,080</td>
<td>30,162</td>
<td>111</td>
</tr>
<tr>
<td>Media spots production and broadcast</td>
<td>479,999</td>
<td>438,877</td>
<td>91</td>
</tr>
<tr>
<td>Film production and broadcast</td>
<td>36,411</td>
<td>15,282</td>
<td>50</td>
</tr>
<tr>
<td>Billboards</td>
<td>27,200</td>
<td>75,642</td>
<td>88</td>
</tr>
<tr>
<td>Friends profiles published for TV/radio program</td>
<td>4,500</td>
<td>4,632</td>
<td>103</td>
</tr>
<tr>
<td>Coverage for press conferences and launches</td>
<td>2,000</td>
<td>203</td>
<td>10</td>
</tr>
<tr>
<td>Newspaper purchase</td>
<td>3,141</td>
<td>7,139</td>
<td>68</td>
</tr>
<tr>
<td>Media monitoring of HAKI themes</td>
<td>14,400</td>
<td>6,401</td>
<td>46</td>
</tr>
<tr>
<td>Agencies</td>
<td>7,200</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Technical assistance</td>
<td>15,200</td>
<td>12,628</td>
<td>83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>834,885</strong></td>
<td><strong>681,759</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

### 1.2 Information Access

<table>
<thead>
<tr>
<th>Account description</th>
<th>Budget</th>
<th>Actual</th>
<th>Actual/Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquisition of publications</strong></td>
<td>16,800</td>
<td>17,560</td>
<td>109</td>
</tr>
<tr>
<td>Visual bank</td>
<td>500</td>
<td>305</td>
<td>61</td>
</tr>
<tr>
<td>Twenty books club held</td>
<td>500</td>
<td>186</td>
<td>37</td>
</tr>
<tr>
<td>Annual library stock taking</td>
<td>300</td>
<td>340</td>
<td>113</td>
</tr>
<tr>
<td>Calendar 2009</td>
<td>43,740</td>
<td>49,557</td>
<td>113</td>
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<tr>
<td>Cartoon booklets</td>
<td>16,325</td>
<td>19,451</td>
<td>115</td>
</tr>
<tr>
<td>Quality of education stories</td>
<td>15,525</td>
<td>15,525</td>
<td>100</td>
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<tr>
<td>Popular journal of 2008-11</td>
<td>18,960</td>
<td>18,960</td>
<td>100</td>
</tr>
<tr>
<td>Friends voices and profiles</td>
<td>14,885</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Copies of each title demanded</td>
<td>97,500</td>
<td>95,760</td>
<td>98</td>
</tr>
<tr>
<td>Style guide</td>
<td>20,050</td>
<td>12,934</td>
<td>64</td>
</tr>
<tr>
<td>Newsletter Sawili ya Hakake</td>
<td>20,750</td>
<td>14,700</td>
<td>71</td>
</tr>
<tr>
<td>Education message on commercial products</td>
<td>15,800</td>
<td>16,948</td>
<td>107</td>
</tr>
<tr>
<td>Annual catalogue of HAKI publications</td>
<td>7,065</td>
<td>8,935</td>
<td>126</td>
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<tr>
<td>Materials systematically distributed</td>
<td>208,000</td>
<td>144,295</td>
<td>70</td>
</tr>
<tr>
<td>Free play radios</td>
<td>135,000</td>
<td>110,066</td>
<td>82</td>
</tr>
<tr>
<td>Distribution database maintained</td>
<td>10,000</td>
<td>7,234</td>
<td>72</td>
</tr>
<tr>
<td>Feedback forms processed and analysed</td>
<td>1,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public essay and drawing competition</td>
<td>12,200</td>
<td>13,852</td>
<td>114</td>
</tr>
<tr>
<td>Composition booklet printed</td>
<td>30,200</td>
<td>35,400</td>
<td>117</td>
</tr>
<tr>
<td>Website maintained and usage evaluated</td>
<td>6,000</td>
<td>6,099</td>
<td>107</td>
</tr>
<tr>
<td>Technical assistance</td>
<td>4,000</td>
<td>3,298</td>
<td>87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>493,800</strong></td>
<td><strong>611,350</strong></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>
### Financial Statements

**HakiEllimu**

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

**BUDGET AND ACTUAL EXPENDITURE COMPARISON (Continued)**

<table>
<thead>
<tr>
<th>Account description</th>
<th>Budget TZS '000</th>
<th>Actual TzS '000</th>
<th>Actual/Bgd</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3. Citizen engagement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends of education recruitment, recording and update</td>
<td>10,500</td>
<td>11,119</td>
<td>106</td>
</tr>
<tr>
<td>Correspondence and info kits</td>
<td>5,725</td>
<td>4,783</td>
<td>84</td>
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<tr>
<td>Linking friends of education with other actors</td>
<td>2,400</td>
<td>2,274</td>
<td>95</td>
</tr>
<tr>
<td>Friends of education concept communication</td>
<td>4,500</td>
<td>5,831</td>
<td>130</td>
</tr>
<tr>
<td>Action research</td>
<td>3,900</td>
<td>3,417</td>
<td>88</td>
</tr>
<tr>
<td>Monitoring tools and training</td>
<td>2,850</td>
<td>9,283</td>
<td>94</td>
</tr>
<tr>
<td>Friends of education monitoring</td>
<td>12,020</td>
<td>10,408</td>
<td>87</td>
</tr>
<tr>
<td>Monitoring tools analysis</td>
<td>10,052</td>
<td>1,682</td>
<td>17</td>
</tr>
<tr>
<td>Social point</td>
<td>11,000</td>
<td>13,742</td>
<td>125</td>
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<tr>
<td>Practical guides</td>
<td>6,000</td>
<td>3,803</td>
<td>63</td>
</tr>
<tr>
<td>Capacity development</td>
<td>5,640</td>
<td>5,098</td>
<td>90</td>
</tr>
<tr>
<td>Zonal and annual meeting</td>
<td>62,855</td>
<td>61,092</td>
<td>97</td>
</tr>
<tr>
<td>Citizen in the media</td>
<td>9,200</td>
<td>9,485</td>
<td>103</td>
</tr>
<tr>
<td>Professional documentation and sharing</td>
<td>3,999</td>
<td>3,900</td>
<td>75</td>
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<tr>
<td>Key forums</td>
<td>8,180</td>
<td>8,231</td>
<td>101</td>
</tr>
<tr>
<td>Strategic link with local government</td>
<td>4,180</td>
<td>4,058</td>
<td>97</td>
</tr>
<tr>
<td>Technical assistance</td>
<td>2,250</td>
<td>1,297</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>172,250</strong></td>
<td><strong>158,405</strong></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>

**1.4. Policy analysis and advocacy**

- Quality education field research findings dissemination: 31,150 (23,937) 113%
- Special topics on quality education - field research: 13,140 (17,012) 129%
- Media monitoring for key policy development: 600 -
- Advocacy strategy: 1,400 -
- Position papers on quality education: 18,850 (18,308) 97%
- Monitored key education policy developments: 4,000 (4,152) 104%
- Budget analysis for quality basic education: 24,300 (16,435) 68%
- Budget work in collaboration with INFL partners: 9,106 (6,209) 68%
- Facilitate friends to track resources for education: 15,450 (14,630) 95%
- Citizen engagement to budget finalized and launched: 32,340 (32,335) 98%
- Government promises: 14,450 (8,800) 61%
- Parliamentary proceedings monitoring: 31,890 (13,450) 42%
- Simplified version of education legal framework: 11,000 (12,037) 109%
- Opinion columns: 9,000 (4,700) 53%
- Working papers: 37,600 (37,363) 99%
- Strategic support to coalition: 3,880 (3,392) 97%
- Information and lessons exchange with HakiEllimu units: 200 -
- Technical assistance: 8,400 (7,849) 123%

**Total** | **255,464** | **220,900** | **84**
# Financial Statements

## HakiEllimu

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008

### BUDGET AND ACTUAL EXPENDITURE COMPARISON (Continued)

<table>
<thead>
<tr>
<th>Account description</th>
<th>Budget TIS '000</th>
<th>Actual TIS '000</th>
<th>Actual/Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.5. Governance, monitoring and evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual General Meeting</td>
<td>365</td>
<td>391</td>
<td>102</td>
</tr>
<tr>
<td>Board of directors fees and refreshments</td>
<td>7,131</td>
<td>5,707</td>
<td>80</td>
</tr>
<tr>
<td>Donor meetings</td>
<td>200</td>
<td>234</td>
<td>117</td>
</tr>
<tr>
<td>Annual retreat</td>
<td>35,195</td>
<td>33,334</td>
<td>95</td>
</tr>
<tr>
<td>Quarterly planning and review meeting</td>
<td>300</td>
<td>229</td>
<td>76</td>
</tr>
<tr>
<td>Annual narrative report printing</td>
<td>4,000</td>
<td>7,089</td>
<td>177</td>
</tr>
<tr>
<td>Field visit for training</td>
<td>22,400</td>
<td>23,914</td>
<td>107</td>
</tr>
<tr>
<td>Independent surveys/assessments</td>
<td>6,000</td>
<td>5,388</td>
<td>90</td>
</tr>
<tr>
<td>Management retreat</td>
<td>1,750</td>
<td>1,706</td>
<td>97</td>
</tr>
<tr>
<td>Management strategic meeting with ED</td>
<td>1,470</td>
<td>945</td>
<td>64</td>
</tr>
<tr>
<td><strong>Learning sessions and transport allowance</strong></td>
<td>400</td>
<td>200</td>
<td>50</td>
</tr>
<tr>
<td>Training and organizational development</td>
<td>60,039</td>
<td>66,357</td>
<td>111</td>
</tr>
<tr>
<td>Youth development and internship</td>
<td>9,000</td>
<td>2,640</td>
<td>113</td>
</tr>
<tr>
<td>External financial audit</td>
<td>9,000</td>
<td>10,188</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td><strong>157,270</strong></td>
<td><strong>158,322</strong></td>
<td><strong>101</strong></td>
</tr>
</tbody>
</table>

### 2. Staff costs and benefits

| Salaries and allowances                                    | 511,488         | 499,713        | 98            |
| Health insurance and staff lunch                           | 45,500          | 45,500         | 100           |
| Staff payments in lieu of leave                           | 1,200           | 1,952          | 163           |
| Staff welfare fund                                         | 16,000          | 16,000         | 100           |
| Miscellaneous staff costs                                 | 4,972           | 5,485          | 110           |
| **Staff lunch**                                            | 19,098          | 18,585         | 97            |
| PPF employers contribution                                | 75,706          | 75,140         | 102           |
|                                                              | **671,874**     | **682,175**    | **97**        |

### 3. Equipment

| Motor vehicles                                            | 16,000          | 21,939         | 137           |
| Computer equipment and accessories                        | 14,170          | 15,331         | 108           |
| Photocopiers and other equipment                          | 945             |                |               |
| Furniture                                                 | 7,800           | 6,871          | 88            |
|                                                              | **38,915**      | **44,141**     | **113**       |
## Financial Statements

**Hakilelimu**  
NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2008  
BUDGET AND ACTUAL EXPENDITURE COMPARISON (Continued)

<table>
<thead>
<tr>
<th>Account description</th>
<th>Budget TZS '000</th>
<th>Actual TZS '000</th>
<th>Actual/Bdgt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Program running costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairs and maintenance building, utilities and environment</td>
<td>3,080</td>
<td>4,917</td>
<td>97</td>
</tr>
<tr>
<td>Security and cleaning services</td>
<td>24,025</td>
<td>26,469</td>
<td>112</td>
</tr>
<tr>
<td>Equipment maintained</td>
<td>12,002</td>
<td>7,118</td>
<td>64</td>
</tr>
<tr>
<td>Communication costs</td>
<td>46,280</td>
<td>41,508</td>
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</tr>
<tr>
<td>Reliable water supply</td>
<td>1,480</td>
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<tr>
<td>Reliable electricity</td>
<td>8,720</td>
<td>6,415</td>
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</tr>
<tr>
<td>Tea, coffee and drinking water</td>
<td>5,336</td>
<td>4,335</td>
<td>81</td>
</tr>
<tr>
<td>Office supplies and stationery</td>
<td>9,750</td>
<td>8,221</td>
<td>85</td>
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<tr>
<td>Vehicle running costs</td>
<td>11,851</td>
<td>12,788</td>
<td>110</td>
</tr>
<tr>
<td>Staff recruitment</td>
<td>2,460</td>
<td>5,732</td>
<td>233</td>
</tr>
<tr>
<td>Group personal accident comprehensive insurance</td>
<td>3,150</td>
<td>1,933</td>
<td>61</td>
</tr>
<tr>
<td>Staff information on HIV/AIDS</td>
<td>120</td>
<td>84</td>
<td>70</td>
</tr>
<tr>
<td>Hakilelimu database efficiently maintained</td>
<td>2,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hakilelimu publications display and distributed at the reception</td>
<td>600</td>
<td>563</td>
<td>94</td>
</tr>
<tr>
<td>Bank charges</td>
<td>3,062</td>
<td>5,663</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>132,706</td>
<td>130,921</td>
<td>94</td>
</tr>
<tr>
<td><strong>5. Unanticipated contingency</strong></td>
<td>20,077</td>
<td>2,000</td>
<td>10</td>
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</tbody>
</table>

**GRANT TOTAL EXPENDITURE**  
2,781,643  
2,669,273  
89
Strategic Frame

HakiElimu Strategic Frame (2008)

VISION:
HakiElimu’s vision is of a Tanzania where all children enjoy their right to a quality basic education, where schools respect the dignity and human rights of all people, and where education promotes equity, creativity, critical thinking and democracy.

MISSION:
HakiElimu seeks to realize equity, quality, human rights and democracy in education by facilitating communities to transform schools and influence policy making, stimulating imaginative public dialogue and organizing for change, conducting critical research, policy analysis and advocacy and collaborating with partners to advance common interests and social justice.

STRATEGY
Overall, HakiElimu supports citizens to be informed, organize and engage to make a difference in education and democracy

Strategic Outcomes
1. Ordinary citizens are informed, aware, debating and taking action to hold government accountable and bring change in education and democracy.
2. There is broader, more imaginative public debate on education and democracy issues.
3. Government and other public institutions are beginning to be more responsive to citizens’ views and demands.

PROGRAMS

MEDI A

Unit Purpose: The actual situation of and voices of ordinary people regarding education and democracy is investigated and independently reported, and this has led to greater awareness, accountability and policy and public action.

1. Media Programs: Weekly Radio/TV programs that enable ordinary (and especially historically marginalized) people to air their views sponsored and broadcast to inform public and influence national debate.
2. Newsletters: Selected articles drawn from HakiElimu related activities photocopied and shared with HakiElimu staff.
4. Support to Units to Use Media: Other units supported to use media effectively to share information and generate debate.

INFORMATION ACCESS

Unit Purpose: Key audiences, Friends of Education and the wider public in every district in Tanzania are better informed on education and democracy rights, policies and developments, and broader, more creative and vigorous public debate on these issues is generated.

1.1 Mass Media: Quality and quantity of media coverage of education, governance and related issues increased, with an emphasis on perspectives of ordinary people in rural areas, so as to inform public, stimulate national debate and spur action.
2.1.1 Library: Key information on education, democracy and related issues collected, organized and made available.
2.1.2 Popular Publications: High quality, truly popular publications on education, democracy and related issues developed to inform identified audiences and foster debate.
2.1.3 Public Competitions: Public debate fostered and public views gained through national competitions and findings disseminated.
2.1.4 Information Dissemination and Feedback: HakiElimu popular publications and relevant publications distributed to inform identified audiences in a structured and timely manner.
2.1.5 Website: Up-to-date information about HakiElimu, our publications and links to other relevant organizations provided online in both English and Swahili in Tanzania and globally.

CITIZEN ENGAGEMENT

Unit Purpose: Ordinary citizens of Tanzania, including the poor and other historically disadvantaged people, are better informed, reflecting, debating, organizing and taking action to improve education and democracy.

1.1 Recruitment and Information: A strategically diverse group of citizens have joined the Friends of Education Movement and are informed on relevant issues of education and democracy.

POLICY ANALYSIS AND ADVOCACY

Unit Purpose: Independent analyses of major education, democracy and related policy issues are undertaken; key policy processes are made open, transparent and accountable to public concerns (particularly of historically disadvantaged groups); and strategic effectiveness of civil society policy engagement has improved.

1. Education: Analysis of quality and governance in primary and secondary education undertaken, along with advocacy for greater access to information.
2. Policy Monitoring and Accountability: Friends and other citizens groups monitor, document, debate, take action and communicate feedback of policy implementation and impact to both community and policy levels.
3. State-Citizen Relations: Key aspects of state-citizen interface analyzed; advocacy for increased citizen participation, access to information, and accountability undertaken at policy level.
4. Budget: Making budgets information more accessible and advocating for greater financial accountability.

4.4 Support: Actively supported HakiElimu and selected Civil Society coalitions to exchange information, stimulate debate, and advance common goals, with a particular emphasis on the interests of historically disadvantaged people.
**HakiElimu Organogram**

**December, 2008**

**STAFFING UPDATE**

**MEMBERS**
Elizabeth Missokia, Rhamintu Tokai, Japhet Makongo, Jenerali Ulimwengu, Joseph Semloja, Maryone Mbulinya, Mary Rusinbi, Martha Qerro, Rakesh Rajani, Richard Mabala, Suliman Sumra, Wilbert Kapinta, John Ulanga, Helen Kijo-Bisimba

**BOARD OF DIRECTORS**
Jenerali Ulimwengu (Chairperson)  
Amandina Lihamba (Director)  
Joaquime De Mello (Director)  
Dinah Mmbaga (Director)  
Bashira Ally (Director)  
Rakesh Rajani (Director)  
Elizabeth Missokia (Ex-officio)

**INFORMATION ACCESS**
Agnes Mangweli (Librarian)  
Chuwa Sekwao (Program Officer)  
Zenais Matemu (Program Officer)  
Fausta Musokwa (Program Officer) on study leave  
Honoratus Swai (Assistant Program Officer)  
Rosemary Mwenda (Secretary)

**POLICY ANALYSIS AND ADVOCACY**
Rajab Kondo (Program Officer)  
Gervas Zombo (Program Officer)  
Hamadi Badi (Intern)

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Gervas Zombo (Program Officer)  
Hamadi Badi (Intern)

**CITIZEN ENGAGEMENT**
Betty Malaki (Program Officer)  
Richard Lucas (Program Officer)  
Mary Kalavo (Program Officer)  
Magreth Paul (Program Assistant)

**MEDIA PROGRAM**
Moses Gwanda (Program Officer)  
Grace Frederick (Assistant Program Officer)  
Lilian Omury (Secretary)  
Annastazia Memoni (Consultant)

**FINANCE**
Linus Nzhobhuyanga (Accountant)  
Esther Mashoto (Account Assistant)  
David Kagera (Administrative Assistant)

**ADMINISTRATION**
Frederick Rwehumbiza (Administrative Officer, Asset &Procurement)  
Peter Tupa (Administrative Officer, Office Maintenance)  
Mariam Mwambalaswa (Secretary/Receptionist)  
Sylvain Jeremiah (Driver/Office Assistant)  
Emmanuel Duka (Office Assistant)  
Acland Zahabu (Guard/Clouster)  
Musa Chirundu (Guard/Clouster)  
Raphael Kalonga (Guard/Controler)  
Regina Monarya (Cleaner)  
Acland Zahabu (Guard/Clouster)  
Musa Chirundu (Guard/Clouster)  
Raphael Kalonga (Guard/Controler)  
Regina Monarya (Cleaner)
Dk. Nkya, umeteleza kuhusu HakiElimu

Article from newspaper “Tanzania Daima” condemning the Deputy Minister’s statement
Serikali yaitisha HakiElimu

Article from Tanzania Daima regarding statement from Deputy Minister for Women, Gender and Children, Dr. Lucy Nkya.
“...Quality Education is a crucial tool for our society’s growth and freedom against poverty...”

VISION
HakiElimu’s vision is of a Tanzania where all children enjoy their right to a quality basic education, where schools respect the dignity and human rights of all people, and where education promotes equity, creativity, critical thinking and democracy.

Media Unit: To enable accurate information about education and democracy to be effectively reported and debated in national mass media and to support HakiElimu’s engagement with media.

Information Access Unit: To inform and stimulate public debate among ordinary citizens throughout Tanzania on education and democracy through popular publications, public competitions and expanding access to radio and to maintain the HakiElimu library and website.

MISSION
HakiElimu works to realize equity, quality, human rights and democracy in education by facilitating communities to transform schools and influence policy making, stimulating imaginative public dialogue and organizing for change, conducting critical research, policy analysis and advocacy and collaborating with partners to advance, common interests and social justice.

Citizen Engagement Unit: To enable a diverse group of citizens across Tanzania to be informed, monitor practice, debate and organize to bring about change in education and democracy in their communities.

Policy Analysis and Advocacy Unit: Independent analyses of major education and related policy issues are undertaken; key policy processes are more open, responsive and accountable to ordinary citizens; and civil society policy engagement is made more strategic and effective.

739 Mathuradas/UN Road, Upanga PO Box 79401, Dar es Salaam, Tanzania
Tel: +255222151852/3 • Fax: +255222152449 • Email: info@hakielimu.org • www.hakielimu.org