MID-TERM EVALUATION REPORT

HAKIELIMU 2012 – 2016 STRATEGY:
AN OPEN, JUST AND DEMOCRATIC TANZANIA
WITH QUALITY EDUCATION FOR ALL

OCTOBER 2014
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# Abbreviations and Acronyms

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<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>CEA</td>
<td>Community Engagement and Action Unit of HakiElimu</td>
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<td>CSOs</td>
<td>Civil Society Organisations</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<td>FGD</td>
<td>Focused Group Discussion(s)</td>
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<td>LGA</td>
<td>Local Government Authority/Authorities</td>
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<td>MoEVT</td>
<td>Ministry of Education and Vocational Training</td>
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<td>RPA</td>
<td>Research and Policy Analysis unit of HakiElimu</td>
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<td>SAM</td>
<td>Social Accountability Monitoring</td>
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<td>SDL</td>
<td>Strategic Direction and Leadership Unit of HakiElimu</td>
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EXECUTIVE SUMMARY

This report presents the findings and analyses of a mid-term evaluation of HakiElimu’s 2012 – 2016 Strategy: An Open, Just and Democratic Society with Quality Education For All. HakiElimu commissioned the independent evaluation in August 2014, with a focus on the first 2.5 years of the programme’s implementation period, i.e. January 2012 – June 2014. An independent consultant, Nduko o’Matigere, undertook the evaluation between August and October 2014.

HakiElimu is an independent Tanzanian civil society organisation founded in 2001, with programmes of a national scale. The vision of HakiElimu as encapsulated in the title of the 2012-2016 Strategy is ‘an open, just and democratic Tanzania where all people enjoy the right to education that promotes equity, creativity and positive thinking.’ HakiElimu’s mission is ‘to enable the people to transform education, in and out of schools; influence policy making and effective implementation; stimulate imaginative public dialogue and social change; conduct research, policy analysis and advocacy; and collaborate with partners to advance participation, accountability, transparency and social justice.’

To attain its vision and mission, HakiElimu’s programme strategy seeks to lead to the following three outcomes in Tanzania:
- Children are in school and actively learning;
- Citizens are informed, confident and actively engaged; and
- Government is open, responsive and accountable.

The purpose of the mid-term evaluation was to help HakiElimu establish its progress towards attaining the stated outcomes in the period under review. The evaluation therefore sought to examine the extent to which outputs delivered in the period contributed towards outcomes.

This report is organised in four chapters. Chapter One is introductory and it gives an overview of HakiElimu’s 2012 – 2016 Strategy. The chapter describes the strategic choices of HakiElimu and their rationale in addressing the challenges facing education and governance in Tanzania, which the strategy seeks to address. An outline of the outcomes the strategy seeks to attain and the key action areas of HakiElimu for this period are also presented and briefly described. The crux of HakiElimu’s strategy is to demonstrate what might work better to improve the quality of education and learning outcomes in Tanzania.

Chapter Two is a presentation and description of the context and purpose of the mid-term evaluation. The main task of the evaluation was to assess the performance and design of HakiElimu’s programme during its initial 2.5 years of implementation. The chapter discusses the specific objectives and scope of the evaluation and its methodology. A mixed methodology of collecting and analyzing data was used; specifically, document study, semi-structured interviews and Focused Group Discussions (FGDs).

Chapter Three presents the findings of the evaluation. The mid-term evaluation established the following six key findings about the HakiElimu programme for the period under review:

- HakiElimu delivered most of its planned outputs to a great degree of success despite rollout delays experienced in 2012 and 2013 due to funding gaps. Appropriate adjustments were made on quantity and pace of activities for these years and by the start of 2014, the funding situation had been addressed and the strategy pursued as planned;

- HakiElimu’s new strategy of demonstrating what works through co-development of model schools in partnership with stakeholders at district and community levels is showing positive initial signs of success in capturing the imagination among government and other stakeholders on strategies that could work to improve the quality of education and learning in Tanzania. HakiElimu has fostered a balance where community responsibility for the education of their children is pursued in tandem with holding government accountable for its obligations on the right to quality education to citizens;
• Through its research, creative communication of findings through media and other publications and helping establish high quality Early Childhood Education classrooms in selected model schools, HakiElimu succeeded in helping bring to center stage focus and interest in government and community investments in quality pre-primary education;

• The school/community libraries initiative is contributing towards the growth of a culture of reading and learning among adults and children;

• Student clubs established in all schools in the district under focus contributed towards improvements in the performance and confidence of students and improved collaboration with their teachers.

The chapter also discusses additional findings focused on an examination of HakiElimu’s programme design – all of which were found to be valid, relevant and consistent with the objectives and outcomes that HakiElimu is seeking to address. Issues of concern in respect of these findings are integrated in the discussion wherever applicable.

Chapter Four is a synthesis of the mid-term evaluation. The chapter presents and discusses a number of conclusions and recommendations. The evaluation recommends as follows:

• HakiElimu should develop a stronger system of following up on government promises arising from HakiElimu’s work to create more chances that promised actions will be implemented at structural level and that they do not end as mere political expressions of intent without delivery frameworks. Relatedly, a stronger and more protracted approach to advocacy around systemic problems such as curriculum reform, quality of textbooks, language of curriculum instruction, etc. As these problems directly affect progress at community level, HakiElimu’s leadership in marshaling partners and allies at national level to push for government action would accelerate and secure gains on the ground in the long run;

• HakiElimu should strengthen its organisational guidelines and standards for stakeholder engagement to guarantee greater consistency in approach based on good practices for participation, partnership building, community mobilization and consistency in communication processes and messages;

• While focusing on its current approach and strategy, HakiElimu should enhance its capacity and processes to ensure that gains made from its past work, particularly the growth of the Friends of Education movement are not relegated but they are sustained as they are of value to the success of the current strategy. For example, to optimize on the emerging efficacy of the transforming roles of networks of Friends of Education, HakiElimu should pay closer attention in following up on initial capacity building of Friends of Education on Social Accountability Monitoring. These networks are best placed to catalyze a culture of school performance monitoring in their communities;

• To deepen a culture of results-based reporting, reflection, learning and continuous improvement, there is need for HakiElimu to review and update the 2012 – 2016 Monitoring and Evaluation framework to place greater emphasis for higher results level documentation and reporting on change and lessons than was the case in the period under review. The report recommends more learning and communication of results in the next 2.5 years and to relook the results framework and rebalance quantitative and qualitative indicators in ways that assure focus on both project delivery and learning;

• HakiElimu may need to consider investing in initiatives that get more children involved in articulating their concerns, for example through expanding support to student participation forums to enable them access more platforms to project their voice on their perspectives about quality learning. On some issues, children might be the best placed to nudge change, if supported appropriately and supported to access forums where they can engage with, especially government stakeholders and their parents;
1.0 INTRODUCTION

1.1 Overview of HakiElimu and the 2012-2016 Strategy

HakiElimu is an independent civil society organisation founded in 2001 and operating in Tanzania. Its programmes are of a national focus and scale.

The vision of HakiElimu is an open, just and democratic Tanzania where all people enjoy the right to education that promotes equity, creativity and critical thinking.

The Mission of HakiElimu is to enable people to transform education, in and out of schools; influence policy making and effective implementation; stimulate imaginative public dialogue and social change; conduct research, policy analysis and advocacy; and collaborate with partners to advance participation, accountability, transparency and social justice.

HakiElimu employs a human rights based approach to education, emphasizing equity in access, quality of learning and governance of education. The organisation sees the problems facing education in Tanzania as primarily political and institutional in nature, and believes that providing citizens with options and space to hold government accountable is critical to improving the state of education and society.

HakiElimu’s 2012 – 2016 Strategy: An Open, Just and Democratic Society with Quality Education for All emphasizes what citizens can do to make a difference in education and democracy in Tanzania. It is a departure from previous strategies that focused on identifying problems and challenges and then pointing fingers. Through the Strategy, HakiElimu seeks to demonstrate, through action, what works to improve learning and education standards in Tanzania. Efforts of all programme units of HakiElimu in the period are therefore directed towards identifying and promoting solutions and good practices by diverse actors, particularly parents, teachers, political leaders and government officials at national and local - that can positively influence learning and performance within the school.

The 2012-2016 Strategy was developed in response to a context analysis that identified five key challenges confronting education in Tanzania. HakiElimu has described these as:

- Lack of a shared understanding about the purpose of education, hence giving rise to jumbled up approaches by government that often fail to focus on learning outcomes on one hand and prevalence of cases of parents abdicating their roles in the education of their children;
- The policy on the language of instruction in schools undermines learning and confidence of both learners and teachers in a context that conflates English with quality of learning and education;
- Public funds allocated to students are not reaching schools, and when they do, they are both inadequate and in violation of rates set by government’s own policy;
- Teachers are not teaching adequately due to a combination of factors such as chronic absenteeism and poor working conditions and terms of services; and
- Governance, transparency and accountability institutions have failed to function even in situations where there are clear legal and policy frameworks in place.

In making its strategic choices for 2012 – 2016, HakiElimu opted to focus on a few issues and areas of priority that were selected on the basis of their potential for high impact at the end of five years, as well as their significance in resolving the numerous challenges and problems facing education in Tanzania.

For the period, HakiElimu focuses on promoting education that focuses on learners’ outcomes - not just infrastructure and access; education that promotes active citizen engagement, human rights, equity and democracy, good governance and transparency; and education that prepares children to be confident, creative, inquisitive, and civil.

1 Source: An Open, Just and Democratic Society with Quality Education for All, HakiElimu Programme Strategy 2012-2016.
Towards this, HakiElimu seeks to achieve three outcomes through the Strategic Plan. The table below describes these outcomes and elaborates what they mean in reality by use of indicators of what they would look like when achieved:

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<th>HAKIELIMU OUTCOMES (2012-2016)</th>
<th>OUTCOME INDICATORS</th>
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| Children are in school and actively learning | • Money is reaching school and used effectively  
• Teachers are in school and actively teaching  
• Literacy and numeracy are improved  
• Schools prepare children for critical thinking and creativity  
• Kiswahili is promoted as the language of instruction, and debate is stimulated on the use of first languages in primary schools |
| Citizens are informed, confident and actively engage | • Citizens are better informed, critical and creative  
• Imaginative and critical debate is refuting myths and speaking out for truth  
• More space is secured for citizens’ voices to be heard in public, and citizens are organizing for change in communities and schools  
• Citizens are taking actions (monitoring, speaking out, and holding the government to account)  
• Movements and networks are informed  
• The government is being held to account |
| Government is open, responsive and accountable | • Data, documents and policy decisions are made accessible and available to everyone  
• Decisions are being made only after public consultation  
• Authorities listen to the public and provide timely feedback  
• Authorities are open to different ideas and innovations |

1.2 **Action Areas of the 2012 – 2016 Strategy**

HakiElimu’s work to address the focus areas of its strategy and towards achieving the above stated outcomes is organised in five action areas as listed as elaborated below:

i) **School governance:** This activity involvestraining and capacity building for School Committees, compiling and sharing of information-guidelines and toolkits to enable them perform their duties more effectively, e.g. in community and resource mobilization for school development and making the learning environment more conducive, monitoring of implementation of school development plans and linking schools with other stakeholders that could support their growth and development. The action also involves training of head teachers in leadership and school management skills.

ii) **Teaching and learning:** Actions involved include establishment of educational clubs in schools to promote a culture of learning and literacy and to increase children’s interest in reading, mathematics and science subjects. Clubs also aim at promoting children’s confidence and self-esteem. Under this activity HakiElimu sources and provides supplementary teaching/learning resources to school/community libraries and clubs and kits for pre-primary classes. HakiElimu also facilitates training for
club leaders (teachers and students), training of pre-primary teachers as well as organizing intra- and inter-school competitions among school clubs, on various subjects, e.g. English, Science, reading and essay writing.

iii) **Community participation**: Activities under this action area include conducting of public dialogue forums on various issues on education, e.g. the importance of pre-primary education, enhancing school performance and resource mobilization for school development. The action area also involves supporting communities to engage on emerging issues in education based on HakiElimu’s research, policy analysis and advocacy themes and tools, training officials of Local Government Authorities (LGAs) to improve their capacity to support schools, community mobilization to contribute towards improvement of the school environment, teaching and learning materials, school feeding programmes.

iv) **School environment**: The action involves working with School Committees and parents to establish functional model pre-primary classrooms - including supplying them with essential resources like books, desks, chairs, learning and teaching kits and promoting use of age-appropriate games, sports and play in schools.

v) **Information sharing systems**: Activities in this area include creating support systems to enhance communication among stakeholders like school heads, *Friends of Education*, partners, school committees, teachers and HakiElimu.
2.0 CONTEXT, OBJECTIVES AND METHODOLOGY

2.1 Context and Purpose of the Evaluation

June 2014 marked the mid-way point of implementation of HakiElimu’s Programme Strategy (2012 – 2016): An Open, Just and Democratic Society with Quality Education for All. In line with its plan, HakiElimu commissioned this external mid-term evaluation to assess the programme’s performance and progress towards result projections as detailed in the five-year strategy.

The overall purpose of the evaluation was to generate knowledge and learning about the performance and design of the HakiElimu Programme in the past 2.5 years. Findings of the evaluation will be used by staff and management of the organisation, both as a resource for learning from what has worked so far as well as to cause improvements in future work for greater effect and results in the remaining period of the Strategy. Also, where applicable, findings of this evaluation could be incorporated in the analysis that will precede the development of the post 2016 HakiElimu strategy.

2.2 Objective and Scope of the Evaluation

As elaborated in the Terms of reference (Annex 1), the objective of this mid-term evaluation was to assess HakiElimu’s progress towards achieving its goals as set out in the 2012-16 Strategy. Towards this, the evaluation sought to address the following specific issues:

- Progress made by HakiElimu towards achieving its objectives and outcomes for the period under review;
- The validity of HakiElimu’s programme design to deliver intended outcomes;
- Effectiveness and efficiency of the HakiElimu Programme approaches and strategies;
- Relevance of current programme activities in respect to priorities identified by the Strategy and towards achieving intended outcomes and impact;
- HakiElimu’s accountability to its stakeholders;
- Key lessons and challenges of the HakiElimu programme for the period under review; and
- Ideas for programme improvement and strategic alignment for the remaining period of the Strategy.

To address these issues, a detailed suite of evaluation questions was formulated to guide the consultant’s inquiry into the HakiElimu Programme. These are presented in this report (Annex 2: Evaluation Questions).

The task of the evaluation was therefore to generate information from diverse informed sources, analyze it and present it in a comprehensive and analytical report for use by HakiElimu as a practical resource for continuous programme improvement and development.

2.3 Evaluation Methodology

The evaluation used a mixed methodology for data collection and analysis upon which the conclusions on the issues and questions the evaluation sought to address are made. The following methods were used:

i) **Desk-based research and analysis** of relevant HakiElimu documents. The consultant reviewed key documents to gather basic information and gain insights into the HakiElimu Programme and the environment in which it is being implemented. These mainly included HakiElimu’s 2012-2016 Strategy document, annual plans, bi-annual and annual narrative reports, the Monitoring & Evaluation Framework and the HakiElimu website. The list of all consulted documents is presented in the report as Annex 6: List of Consulted Documents.
ii) **Semi-structured interviews with HakiElimu staff, stakeholders and beneficiaries of HakiElimu programmes** based on the suite of questions outlined in *Annex 3: Evaluation Questions* and further summarized in a semi-structured interview guide (*Annex 4: Interview Guide*). A total of 45 individuals were interviewed (face-to-face and telephonic) – both individually and sometimes in group interviews.

iii) **Focused Group Discussions (FGDs)** in each location sampled for fieldwork. The consultant held 1 to 3 FGDs of between 5 and 12 respondents. A total of 11 FGDs were conducted, with a total of 95 participants. Although initially the plan was to have separate sessions for women, men and youth, during fieldwork this proved impractical and unnecessary given the interrelated nature of roles for respondents and their belonging to associations where it was more plausible to hold joint FGDs. However FGDs with students were exclusive to students. As much as was practically possible, selection of FGD participants was done to ensure diversity (e.g. age; gender, location and group function). FGD guiding questions (*Annex 3: FGD Guide*) were used for data collection.

A list of consulted persons and groups is appended to this report as *Annex 5: List of Consulted Individuals and Groups*. The consultant’s work was conducted autonomously throughout the process. The consultant developed data collection tools in consultation with HakiElimu as well as defined the spectrum of respondents to be consulted. However, not all respondents were available for consultations during the evaluation timeline, hence possibility that some useful perspectives might have been missed.
3.0 FINDINGS OF THE EVALUATION

The central point of the 2012 – 2016 HakiElimu Strategy is to demonstrate what works in improving the quality of learning in Tanzania. In a sense, the current strategy is an experimental project, which introduces a new tangent in advancing causes on the right to quality education and good governance that HakiElimu has stood for and pursued since inception. Implicit in the strategy is a view that to concretely act and demonstrate what works is a more effective approach to catalyze action by education stakeholders to play their roles and use their capabilities to improve the quality and outcomes of learning in Tanzanian schools. This is different from HakiElimu’s previous conceptual engagement, which, despite yielding phenomenal public awareness and citizen interest changed little, largely due to poor responsiveness by state and government authorities. This exploratory strategy aims at activating citizens, school administrators, teachers, students and public officials to play their roles, with a backdrop of ideas, models and approaches that work.

The evaluation elected to examine the extent to which implemented activities in the last 2.5 years show ‘possibility’ or ‘potential’ that HakiElimu is on the right trajectory towards both achieving its outcomes for 2012 – 2016, and more importantly, the extent to which they are in line with the strategic choice of demonstrating what works. In electing to do so, the evaluation deliberately avoided an approach of merely assessing quantities of outputs delivered and concentrated on an examination of qualitative characteristics. This meant looking at the value of activities, both in their contribution towards desired outcomes and evidence whether or not outputs were aligned to HakiElimu’s choice of demonstrating results for catalytic ends.

As per the Terms of Reference and the issues the Mid-Term Evaluation sought to address, these findings are presented under two distinctive but interrelated topics, namely: HakiElimu’s Progress Towards Achieving its Outcomes and HakiElimu’s Programme Design, Goals, Strategies and Outputs.

3.1 HakiElimu’s Progress Towards Achieving Outcomes

To gauge progress made by HakiElimu towards achieving its objectives and outcomes, the evaluation involved studying the Organisational Log frame, Results Framework, Annual Plans and periodic(internal)progress reports. Information gathered from this was then further compared and assessed with information obtained from field visits and interviews with HakiElimu stakeholders.

The core question for the evaluation was to establish what outputs had been accomplished in the evaluation period and whether they were in line with outputs outlined in the strategy; the extent to which achieved outputs had contributed towards attaining outcomes and whether there were measures in place to measure such progress and collate lessons learned over the period.

The following are the findings of the evaluation on progress so far:

a) Planned outputs were delivered to a great degree of success

The evaluation established that programme units delivered all planned outputs successfully, barring initial delays and adjustments in quantities and pace due to funding gaps in 2012 and 2013. There is agreement in the accounts of staff and managers of HakiElimu, community members involved in project implementation and interviewed development partners that generally, HakiElimu had implemented planned activities in a timely manner and in quantities that closely matched projected quantities.

As stated earlier, the evaluation elected to focus on the value or potential of delivered outputs to lead to intended outcomes rather than dwell on specific activity counts. The evaluation noted that HakiElimu progress reports adequately present numbers of delivered actions. From time to time however, the report will use quantitative information for purposes of illustration of specific points.
The evaluation considered in its assessment the steps made by HakiElimu in the five action areas of its strategy for the period. The following are highlights of progress made in the 2.5 years under review:

- **School Governance**: Within the period under review, HakiElimu organised training activities for School Committee members in 43 primary schools spanning 11 districts selected from the baseline survey to enable. HakiElimu’s baseline study undertaken in 2012 revealed that most School Committee members in the sampled districts did not understand their roles. The baseline study also revealed that school administrators, specifically head teachers, mostly did work meant for School Committees. Where school committees existed, they had not been constituted properly and they violated statutory guidelines set by the Ministry of Education and Vocational Training (MoEVT). Generally, poor leadership and governance characterized most schools and there was little parental participation in school activities, including meetings. The trainings for School Committee members aimed at enabling members of these committees understand their roles and develop knowledge and skills on community mobilization to stimulate community interest and participation in improving their schools. The trainings also covered skills development on school monitoring and raising awareness and interest on the importance of quality learning environment in schools. From this action, the evaluation noted a number of positive developments that are beginning to emerge, notably that all the 43 primary schools targeted by HakiElimu’s programme now have properly constituted School Committees in line with MoEVT guidelines, hence fixing discrepancies identified during the baseline survey. HakiElimu initiated a partnership with the MoEVT to avail official School Committee Guidelines to all schools in Tanzania as a gap in understanding on issues such as composition and roles was identified as a major contributing factor to weak functioning of the committees. What is remarkable about these guidelines is that unlike other guidelines by the ministry, these ones used in the trainings included components on leadership, accountability as well as community participation and resource mobilization for school development.

Also, in all the 43 schools, School Committee members are reported to be performing their roles without asking for allowances, as was the case before HakiElimu’s intervention. This is a particularly significant development given that previously, many School Committees failed to function due to members’ expectations of receiving payments from the schools as opposed performing their role as a service to improve their schools and the learning opportunities of their children. School Committees in some of the model schools have developed annual plans, resource mobilization strategies – including income-generating projects to generate money for use in school development.

HakiElimu also trained head teachers (both primary and secondary schools) and District Education Officers. Head teachers from 83 schools in the 11 covered districts were trained on school leadership and management. Accounts from interviewed parents, teachers, school committee members, parents and Friends of Education leaders agreed that there had been remarkable improvements in the manner trained head teachers managed their schools. Also, more constructive and effective conflict resolution practices, especially on issues affecting their schools like land were reported to be taking root through the leadership of trained school heads.

Improved school governance is a crucial aspect of sustaining an environment that is conducive for learning. The evaluation finds developments so far made in this regard as foundational to the attainment of Outcome 1: Children are in school and actively learning. Strong school committees are also better positioned to spearhead accountability initiatives, both within the school community and through their engagement with government officials and institutions in respect to education. This way, HakiElimu’s activities of strengthening school committees in 43 primary school contributed towards attainment of Outcome 3: Government is open, responsive and accountable.

- **Teaching and Learning**: HakiElimu activities in model schools have contributed significantly towards the quality of teaching and learning in those schools. Through availing opportunities for ECE
teachers to be trained in using age appropriate methods of instruction and development of teaching aids, provision of additional learning and teaching materials to primary school teachers for use. In all 43 primary schools, HakiElimu has worked with teachers and students to establish study clubs and provided them with training, books and science kits. Interviews with teachers, students and parents confirmed HakiElimu reports that overall, students in the model schools tended to perform better in examinations. Interviewed students described their own improvements in reading and writing capabilities, subject performance and confidence to articulate their ideas better. They also reported improvement of relationships with their teachers as their teachers were more supportive, friendly and encouraged them to express their ideas, even when they were divergent from those of their teachers.

The evaluation found agreement among diverse respondents that the highlighted activities above and the initial results they have produced so far provide steps towards achieving Outcome 1: Children are in school and actively learning.

- **Community Participation**: During the period, HakiElimu enabled the convening of forums through which community members engaged in discussions and explored ways through which they could act to improve the quality of learning in their schools. Community dialogue forums were made possible through collaborative work between HakiElimu and networks of *Friends of Education*. 17 networks were involved in creating understanding among community members on the state of education in Tanzania.

Results from this action area included initiatives by *Friends of Education* to undertake Social Accountability Monitoring (SAM) in their areas to track fund inflows to their schools and expenditure. Interviewed members of the community, particularly parents associated with school activities consider HakiElimu supported initiatives as an opportunity for them to practically contribute towards making a difference in their schools and communities, and to set an example that it is necessary and possible to get involved to improve education for their children.

These activities are relevant and progressive towards Outcome 2: Citizens and informed, confident and actively engage.

- **School Environment**: HakiElimu worked with School Committees and community members to improve access to textbooks, establish model ECE classrooms and age-appropriate learning and teaching materials, broker multi-stakeholder dialogue forums through which improved relationships and collaboration among education officials, Local Government Authority officials (particularly Councilors), parents and teachers have started to emerge and gain ground. Involvement of LGA officials was aimed to facilitate schools unlock funds from the authorities and also encourage councilors to pay more attention to school development in their areas. Respondents were in agreement that through contributions from these actors, facilities and practices in the model schools had improved for the better in a considerably short time and that a number of schools had embarked on longer term plans to develop their schools into high quality and adequate centers of learning. HakiElimu made contributions of textbooks, desks, sports kits, renovation of 11 ECE classrooms (one per selected district), construction of 3 libraries and equipping them, and providing teachers and students with additional study and teaching materials.

As discussed elsewhere in this report, improvement of the school environment was found to have a positive effect in reducing truancy among students as well as improving enrolment and retention. It also contributed to students developing a keener interest in their studies and subsequently improving in performance. The array of activities and results highlighted here are major steps towards ensuring that children are in school and actively learning, that literacy levels are improving (*Outcome 1* of the strategy).
• **Information Sharing Systems**: Though enabling access to media by stakeholders, generating research and publishing them in formats that are accessible to diverse audiences, development of media programmes and airing them electronically and in print, convening discussion forums and connecting diverse actors HakiElimu achieved its objective of enabling access to information and platforms of expression by its stakeholders. Hundreds of thousands of publications were disseminated countrywide and millions of viewers and listeners reached through diverse media productions distributed through national and region-based media outlets. It is the conclusion of the evaluation that through these activities, HakiElimu made strides towards *Outcome 3: Citizens are informed, confident and actively engage.*

3.2 **HakiElimu’s Programme Design**

In examining this evaluation issue, the evaluation focused on establishing whether HakiElimu’s activities for the period evidently addressed challenges and gaps in education in Tanzania as defined in the strategy and further identified in the baseline survey of 2012. The evaluation sought to understand what constituted the most important results for HakiElimu in the period and their intermediate effect on education and governance from the perspective of HakiElimu’s problem framing on one hand, and implications of emergent context factors for the Programme in the period.

The evaluation found common acceptance among respondents, including community and government stakeholders, that the design of HakiElimu’s programme is well aligned to the challenges facing education and governance in Tanzania.

To many respondents, the shift marked in the 2012 – 2016 Strategy from a full advocacy orientation to a new emphasis on experimenting, through physical projects and from them, demonstrating what is likely to work in improving the quality of learning and outcomes is beginning to show prospects that these actions could drastically reshape discourses among the Tanzanian public and government on what needs to be done to improve the quality learning in schools. Already these discourses are beginning to gain root at community and national levels.

HakiElimu’s shift towards demonstrating results has had several positive effects, key among which is a greater emphasis on community action in the projects HakiElimu supported (model schools) and a more transparent process of identifying projects. Directing HakiElimu’s contribution towards concrete improvement plans of schools is emerging as an evidently more effective mobilization tool to engage stakeholders than what conceptual strategies employed previously by the organisation could achieve on their own.

Through use of assorted strategies of media engagement, advocacy, community engagement, action research and policy analysis, HakiElimu succeeded in embodying an integrated approach where the different dimensions necessary to achieve an outcome were deployed at the same time, with each reinforcing the others for greater effect. A major strong point in the design is the extent to which all programme units identified and channeled their unique expertise towards attaining common organisation level outcomes.

However it appears that the time and skills required to put in full action the redesigned HakiElimu programme were largely underestimated at inception. For example, the new strategy incorporates a fair amount of service delivery approaches as catalysts community empowerment engagement modes. For example, in respect to provision of building works for model schools in communities, staff assigned the role of overseeing these projects appear to have experienced challenges whose root is their lack of previous skills in managing construction works. Although no major problems were reported or noted about the quality of construction works, both staff and community respondents shared a view that perhaps deployment of a roving construction expert to work with community teams to oversee building works could have freed more time for District Coordinators to focus more on aspects of the programme for which their skills and training are more aligned.
HakiElimu introduced the function of District Coordinators, which basically means a member of staff assigned responsibility to oversee HakiElimu’s programme implementation in a district. The evaluation notes that this is a progressive measure that not only helps channel programme investments effectively and efficiently but also provides a strong platform to manage synergies among programme units and staff with specific national level responsibilities.

One of the central expectations of a District Coordinator is to enable spaces and opportunities through which stakeholders engage and play their diverse parts towards achieving HakiElimu objectives. Such a role intrinsically requires that staff assigned these roles are effective communicators, mobilizers, facilitators, negotiators and that they are capable of leading, inspiring and motivating diverse actors to pool their interests, energies and advantages towards achieving programme goals. HakiElimu created mechanisms within its programme to train staff and develop their capacities to play such roles more effectively. Also, field preparation activities, including vetting action memos and meetings to as much as possible ensure a shared perspective on approaches, standards and practices in the field.

Although these measures generally worked well and assigned staff played their roles as expected, the evaluation received accounts from staff and community respondents that point to the likelihood of their being a few cases where there had been discordance among staff in communicating HakiElimu’s core message to stakeholders. The major risk with this is that divergent expectations are likely to be triggered among stakeholders, hence creating ground for potentially prolonging understanding that HakiElimu’s objective is not about covering for or subsidizing government and community failure but to invest in examples or models and demonstrating what works. This clarity is crucial to avoid any growth of perceptions that HakiElimu is now a charity or service delivery organisation.

3.3 Effectiveness and Efficiency of HakiElimu Programme Strategy

To address this evaluation issue, the evaluation focused on reviewing the quality of outputs in the period under review. This was done in respect to their contribution towards outcomes as a yardstick to determine effectiveness and assessing programme characteristics in the deployment of people, resources and relationships to establish extents of efficiency of the strategy. To address these two factors, the evaluation reviewed the key successes of HakiElimu on the period based on its own reports and feedback from interviewed respondents.

The evaluation noted that implementation of HakiElimu’s strategy in the period made good progress towards its broad objectives, particularly in its support to initiatives that increased multi-actor engagement in improving the school environment, increased access to more effective learning resources and created new opportunities for quality learning and outcomes, particularly for in-school children.

From its description and assumptions, the ultimate success of HakiElimu’s strategy will depend on the extent of uptake by stakeholders of its experiment of focusing action and investments in demonstrating what is likely to work in improving the quality of learning and education in an out of school in Tanzania. The ‘model school’ therefore is a forum for taking action, stimulating interest and showcasing good practices. Model schools are a means that HakiElimu hopes will motivate new spirals of larger action by government, communities and other stakeholders to improve the quality of education and learning using a tested approach that works. The model school is an activation point in HakiElimu’s catalytic strategy.

Respondents shared a number of reflections, all of which agreed on the efficacy of HakiElimu’s ‘demonstration of what works’ approach. For example, there was agreement that the model school idea is inspiring and that it has triggered greater interest and action by parents, teachers, children and education officials to play their parts in improving the quality of learning in their schools.
As a strategy that aims at sparking interest and action by government and other stakeholders beyond selected schools and districts, there are early indications that this is beginning to happen. There are emergent self-driven initiatives: both at model schools and in neighboring schools where parents and their School Committees are initiating actions to replicate developments they have seen at the model schools. For example at Mwisenge Primary School in Musoma District, respondents agreed that there had been a drop in student absenteeism and dropping out of school as a result of stronger, more concerted outreach to parents and authorities by School Committee members and Friends of Education. There were also reports that in a number of instances, students reached out and spoke their absconding peers about improved learning facilities and the changing school environment to draw them back to school. In Kigera Ward in Musoma District, the evaluation found that all primary schools had established ECE classrooms and widespread efforts were on course to establish libraries through community efforts.

Initiatives undertaken by HakiElimu during the period under evaluation led to a series of positive changes at community level, including access to school and community libraries by students and community members, availability of more books to schools to improve access as well as enhancing reading and comprehension competencies. Multi-actor dialogue forums on education also led to greater linkages and more constructive relationships among education stakeholders as well as expansion of spaces and opportunities for citizens to act and make a difference in their schools and communities. The later was especially due to improved performance of School Committees after trainings by HakiElimu.

The training components of the strategy have resulted in more skilled and confident Early Childhood Education teachers in the districts under focus. Also, through training and coaching by staff of HakiElimu, cadres of Friends of Educationate emerging who are able to undertake basic research on education issues and use the evidence for further community mobilization and identification of higher level advocacy issues that HakiElimu, which are often taken up by HakiElimu for engagement with Members of Parliament and other education stakeholders at national government level.

The evaluation noted that the co-contribution arrangement between HakiElimu and community members in project implementation is beginning to imbue community members with a sense of greater ownership of their schools and the ongoing projects. HakiElimu contributes financial and technical resources while parents contribute their labor, additional building materials and also funds, albeit in small amounts. More significantly is an emerging pattern of parents owning the idea that they own their schools and that they are responsible for further improving learning facilities, the school environment and paying closer attention to accountability of public and other resources availed to their schools to make sure that they are used prudently and with probity.

The following are highlights of the major achievements of HakiElimu’s activities in the period:

i) **The concept of model schools has captured the imagination of citizens, government officials and other stakeholders on what may need to be done to improve the quality of learning in Tanzania**

Compared to the situation before HakiElimu’s interventions, there are notable improvements of both facilities and practices in the model schools that show positive early steps of adoption of good practices in school management and governance, parental involvement in the education of their children as well as transparency and accountability in the acquirement and expenditure of funds meant for schools. Among the reported developments in the visited model schools in Arusha (Umoja Primary School), Serengeti (Mugumu B Primary School) and Musoma (Mwisenge Primary School) include reduction in incidents of truancy among students. This was reported to be largely due to closer monitoring by parents and a growing interest in school activities due to study clubs, games facilities and improved relationship between students and teachers. Also noted in these schools is increased retention of teachers due to improvements in their living and working conditions. A particular example is Umoja Primary School where HakiElimu’s support helped avail reliable water supply, which, together with improvements in the quality of housing for teachers spearheaded by parents, had led to a sharp drop
in teacher turnover in the period compared to previous years. Interviewed education officials in Kilosa, Arusha and Serengeti districts reported using the idea of model schools to encourage their colleagues in other areas to promote the idea. Developments in the model schools had also led to their change of perceptions about HakiElimu, hence opening new opportunities for collaboration in advancing the quality of education in their districts.

ii) **HakiElimu’s work is helping bring to center-stage focus and interest in investments in Early Childhood Education (ECE)**

Actions by HakiElimu programme units have helped amplify the importance of Early Childhood Education (ECE) among community members, education officials and political leaders: The most significant of these actions include HakiElimu’s approach of demonstrating through construction or renovation of classrooms into model ECE classrooms in 11 programme districts. Although no systematic data were available at visited project sites, interviewed children, teachers and parents agreed that enrollment numbers had increased at ECE centers supported by HakiElimu and neighboring communities had started efforts to replicate similar classrooms initiatives in their schools. This is a direct result of the drastically improved learning environment, availability of interesting, age-appropriate learning and instruction materials; skilled teachers in ECE as well as introduction of feeding programmes through initiatives by parents in some of the schools.

HakiElimu also undertook policy advocacy and media campaigns on ECE that drew the attention and interest of Members of Parliament in both the ruling party and the opposition who debated and discussed the issue in parliament for two consecutive year; the Ministry of Education and Vocational Training (MoEVT) officials at national and Local Government Authority levels and engagement with School Committees, administrators and parents through training and mobilization.

Through these campaigns on ECE, the government declared allocations for capitation grants for pre-primary education although the money was yet to get to school by the time of the evaluation. This is a significant step as it presents a new arena and higher level for continuous engagement to ensure these fiscal allocation gains are implemented.
iii) Communities where school/community libraries have been established are experiencing growth of a culture of reading and interest in learning

Accounts by respondents in schools and communities where HakiElimu had helped establish libraries all confirmed that growing interest in reading, inquiry and collaborative learning had started to gain root. Both children and adults interviewed reported that libraries in their areas had increased their desire to read and learn new things. For example, in Mugumu B Primary School in Serengeti, a group of women have self-organised to partly take charge of cleaning the library and also spend time to learn how to read, with those in the group that could read teaching those that are unable. The Mwisenge Primary School library in Musoma had recorded 700 unique adult users and 4000 students since it was established.

iv) Students involved in clubs are improving in their reading, writing and examination abilities and performance

In all schools visited by the consultant where there are student clubs, interviewed students, parents and teachers reported that there had been marked improvements in examination performance. Teachers gave examples of improvements in reading and writing competencies among children that had joined clubs. Overall, in all the model schools, which had a shared characteristic of establishing study clubs, having children enroll and engage in club activities, rates of children unable to read and write showed remarkably dropped. Below is an example of improved competencies in four schools in Iramba District, whose numbers of students who were incompetent in the 3Rs were compared between 2013 (before clubs were established and 2014 (after clubs were established).

In Arusha District, out of the 200 pupils who could not read, write or count in 2013, by the time of evaluation in 2014, only 30 still had difficulties in these competencies. The improvements per model school in the district between the two years were as follows: Engorika Primary School (from 69 who were incompetent in 3Rs in 2013 to 11 in 2014); Olosiva Primary School (8 to 5); Umoja (86 to 13) and Naurei (57 to 1).

Such positive trends were also noted by the evaluation in Serengeti, Ukerewe, Musoma and Kigoma districts. Factors that appear to have enabled these drastic improvements in basic competencies appear to be the new spaces created by clubs that inspired children to do much more than usual class work permitted, awards given to students provided positive reinforcement for students to challenge themselves to doing more, support to teachers through availing additional teaching resources and skills inspired them to do more as well as improved collaboration between schools and parents, especially in allowing children to spend more time in school learning.

v) More positive and constructive relationships are emerging among education stakeholders

In all the project sites visited, the evaluation recorded accounts of emergence of more constructive and supportive relationships between Friends of Education and education officials in their areas. As a result, education officials in all 11 programme districts are more open to engagement with other education stakeholders in their areas and to playing their roles as part of a broader collective keen to improve the quality of learning in schools under their jurisdictions.

This is seen as resulting from the positive role played by HakiElimu as a convener of learning and dialogue forums among citizens, their groups and government officials in charge of education in their districts. As resolution of the challenges facing education in Tanzania require diverse actors to play their part, the design by HakiElimu to promote constructive dialogue and collaboration among Friends of Education, School Committees, national government and local government officials, teachers and community members through trainings, seminars and meetings was instrumental in creating spaces and appropriate frameworks for these relationships to grow.
3.4 **Relevance of Programme Activities**

The evaluation assessed HakiElimu's context analysis and framing of key problems facing education in Tanzania and compared these with its programme choices and activities to gauge the extent to which the latter demonstrated specificity and potential to address the challenges. The critical aspects of the problems identified by HakiElimu in the Strategic Plan are:

i) Lack of a shared understanding about the purpose of education within government and communities, hence existence of divergent interpretations and practices among stakeholders, haphazard policies and application and a narrow view of education as merely passing examinations;

ii) The policy that makes English the language of instruction, which undermines learning and the confidence of both teachers and students;

iii) Funds allocated to support education for children at school level are not reaching schools and when they do, they are late and less than what government’s own policies decree;

iv) Teachers are not teaching adequately due to a assorted reasons, key among them being poor remuneration and working conditions, failure by government authorities to put in place an efficient system of transferring teachers’ allowances and emoluments, inadequate inspection of schools and teachers’ performance and chronic absenteeism;

v) Non-functioning governance, transparency and accountability institutions with a duty in the education sector; and

vi) Poor or non-existence of active community engagement in shaping or improving practices at school level, including aspects such as accountability of resources, improvement of the learning environment and playing a role in stemming absenteeism and truancy.

The finding of the evaluation is that HakiElimu’s programme choices and activities in the period were relevant and closely sought to address the core problems affecting the education sector in Tanzania. Specifically, HakiElimu activities in the period helped convene diverse actors to discuss challenges and options to improve the quality of learning in schools; promoted citizen engagement to seek school and community level solutions to these problems; generated information and communications through research, policy and budget analysis as well as integrated media campaigns to create public awareness and trigger official response on discrepancies between the policy on capitation grants and practice on the ground, effects of language of instruction on quality of learning through a publication and exposing inequitable distribution of teachers.

At a more systemic level, HakiElimu published a position document on education issues that the ongoing process of constitutional review could consider. This was a significant action of seeking to leverage emerging national platforms to deal with the more structural aspects of the problems facing education. However, it appears that there was no systematic strategy to strongly put the case for education at the center of the writing of the new constitution beyond publishing the document highlighting the issues. A more in-depth engagement process with the organs of the drafting process and political interests could have made a big difference in influencing a new constitutional framework upon which future demands for, say, curriculum reforms, coherence of policies and practices, accountability in the education sector and equitable access to quality learning in and out of school could be premised.

3.5 **HakiElimu’s Accountability to Stakeholders**

In addressing this evaluation element, accountability to stakeholders was framed to constitute elements such as openness in information sharing and communication, commitment to quality and authentic stakeholder involvement, participation and recognition of their contributions to the project and financial probity and openness about inflows and expenditure.

HakiElimu’s stakeholders as identified and described in its documents are: Friends of Education; School Committee members; Student Clubs, Local Government Authorities (LGAs), including village leaders;
partner organisations (CSOs, Networks, Faith Based Organisations, community media stations); Citizens; Media Houses; National Government and Oversight bodies (Members of Parliament and parliamentary committees).

The finding of the evaluation is that HakiElimu was accountable to its stakeholders and invested in processes and actions that guaranteed open flow information to and from stakeholders and that spaces for effective engagement in tapping the advantages of stakeholders on shared concerns about education were availed. A system of close collaboration and follow up on commitments made with stakeholders is in place and practiced. The result of this is evident in the highly positive feedback that was expressed to the evaluation by stakeholders of HakiElimu as a respectful, dependable, committed and trustworthy partner.

On financial accountability, interviewed development partners expressed satisfaction with the standards and quality of financial reporting, which is confirmed by HakiElimu’s unqualified annual audits for the financial years 2012 and 2013.

At community level however, the evaluation noted responses by community members, Friends of Education and School committees that their contributions to school improvement projects (time, labor, ideas) were not acknowledged in the branding of facilities like ECE classrooms and libraries, hence creating a perception that these were solely HakiElimu projects. The empowerment value of the co-contribution nature of the projects could be diminished when all contributors are not candidly acknowledged on the brand.

Also, although HakiElimu availed information to School Committees and head teachers on its financial contributions to projects such as libraries and ECE classrooms - and assumed that these would be openly made available to parents and other interested parties - this was not always the case. An inherent risk in this information block could be harboring of negative perceptions about transparency. This needs to be roundly corrected and if possible, all investment information and contribution acknowledged and posted on a section of the completed projects.

3.6 Challenges and Lessons

3.6.1 Challenges

The following are the major challenges that the evaluation established as having faced implementation of the programme in the period under review:

- Delays in acquiring funding for the Strategic Plan delayed on-set and pacing of activities, particularly for 2012 and 2013. Changing donor priorities and approaches were a major factor in the delays and these continued to affect fund in-flows throughout the period under evaluation. However HakiElimu made adjustments to ensure that delivery of the strategic plan was not substantially affected;

- In some communities and schools, spillovers of partisan political interests into the running and management of schools led to fragmentation of community members along political lines, hence delaying or even frustrating progress of as necessary projects as construction of toilet facilities for children and teachers;

- The failure of government to fulfill its obligations as a duty bearer for the right to education is massive. The responsibility of improving the quality and standards of schools has almost entirely been left to parents, although without official acknowledgement of the diminished capacities of government to optimally invest in improving quality (both infrastructural and outcomes). Government failure to even fulfill its policies and guidelines on capitation grants, including perennial tardiness in release of funds and arbitrary reductions of allocated amounts; failure to even provide adequate examination materials, non-investment in ECE, failure of government education agencies to properly control the quality
of textbooks and collapse of regulatory mechanisms to avoid circulation of poor quality textbooks, inadequacy of school inspection and oversight, inequitable distribution and overall shortage of teachers – all combine to create a dire, even chaotic situation in the education sector in Tanzania. Fixing of these failures is almost entirely transferred to parents and teachers to handle. Although willing to do what they can to improve the learning chances of their children, interviewed stakeholders agree that parents are an overburdened section of the equation of a generally problematic education sector. The reality of poverty and low incomes for many families in the programme districts is a factor that hampered their ability to juggle priorities between subsidizing government failings and spending their already low incomes for everyday survival. Too much pressure on parents in the backdrop of government failing to fulfill its obligations could, in the view of the evaluation explain instances of relatively low participation by parents in school affairs, including improvement projects enabled by HakiElimu. The evaluation noted that in the field, community members often make unrealistic demands on HakiElimu, based on assumptions that the organisation could fix everything where government had failed. Managing these assumptions and demands appeared to be a constant concern for HakiElimu staff. In the course of taking action to demonstrate examples of what is likely to work to improve learning and deal with the other problems facing education in Tanzania, communities have sometimes confused the role of HakiElimu and viewed it as a replacement of government and community responsibility, in a sense an appropriation of agency. There are instances where demands on HakiElimu were projected as though the programme were a dispenser of charity rather than a partner in community development of schools and learning opportunities. There is need and scope for more in-depth community outreach to clarify the new approach. The transforming potential of networks of Friends of Education is an effective pathway to do this. The true value of HakiElimu’s experiment will not be as much in the number of schools its contribution will have improved but the extent to which self-driven actions by communities and government stakeholders will adopt and implement using a tested model that delivers quality and equitable education for all.

3.6.2 Lessons

The 2012 – 2016 Strategic Plan is based on HakiElimu’s lessons drawn from past work. Practically, the 2.5 years under review can be reasonably considered as experimental, a sort of testing phase of the new approach of engagement through demonstration what works, with both community members and public officials with a duty on education in Tanzania. To a large extent, the 2.5 years we a learning phase for the organisation as the programme introduced a new way of thinking and doing things with public officials not automatically attuned to fully playing their roles on one hand and community members that are perennially stuck with a culture of depending on a government that has practically abdicated its responsibility to improve education and learning for children.

The major lessons garnered so far in the period under review include the following:

- The role of public education and community mobilization is still valid and an important pillar in the success of the new approach of demonstrating what works. This is especially significant in tackling the challenge discussed above of HakiElimu’s programme finding itself in the middle of a failed public education sector on one hand and citizens expecting meaningful solutions from the same failed establishment. A central message that HakiElimu’s public education and mobilization would need amplify and sustain is that its work aims at catalyzing change and transformation and not assuming state obligations;

- From available evidence available from model schools that point on improvements in school attendance by students, increased interest in reading and learning, improvements in performance, both in reading, writing, counting and is subject examinations, the significance of quality learning facilities and a conducive environment are a major contributing factor in improving the quality of learning and outcomes. In a sense, it would appear that when discussing what needs to be done to improve
learning, investments in school infrastructure are near as important as the need for pedagogical and management measures as all these factors reinforce one another and need therefore they need not be viewed in isolation;

• From the results achieved in the period, the programme has generated sufficient evidence that direct involvement and convening of diverse stakeholders in education is an effective way of addressing long held inertia by the stakeholders to effectively play their roles in efforts to improve the quality of education and learning outcomes. Specifically, joint dialogue forums brokered and convened by HakiElimu have emerged to be a powerful tool of creating positive, collaborative initiatives among actors like education officials, Friends of Education, head teachers, Local Government Authorities and parents directed at improving learning experiences and outcomes in schools. These forums have also been instrumental in dealing with the conundrum of HakiElimu's misinterpretation by stakeholders, hence increasingly opening ground for HakiElimu to play its role more effectively as a partner with the other stakeholders rather than a patron (for community members) or irritant (for government officials) of sorts as often misinterpreted.

• On its approach to media action, for the period under review, HakiElimu experimented with an integrated media approach where the same message would be distributed in a reinforcing manner through multiple platforms and outlets. Coupled with the choice of investing in less but better media (through prime time investment), the integrated approach led to greater reach compared to the past and will continue to guide future media investments and campaigns. The successful media campaign is an example of the efficacy of this approach to media use in driving change.

• The Strategic Direction and Leadership (SDL) unit of HakiElimu identified the need to revise existing reporting systems to make them more nimble and useful for purposes of documenting experiences and increasing learning opportunities from work being done. A step made towards effecting change is to adopt the Outcome Mapping reporting tool, which staff were trained to use and continues support to perfect its use provided. There will be need to conclude ongoing discussions on how to make reporting a more useful tool than merely reporting on outputs, and to direct it more as a learning resource.
4.0 CONCLUSIONS AND RECOMMENDATIONS

4.1 Evaluation Conclusions and Recommendations

From gathered information and analysis as discussed in previous sections of this report, the overall conclusion of the evaluation is that HakiElimu activities in the first half of its five-year strategy were on course, and relevant to the achievement of the three outcomes outlined in the strategic document, namely: children are in school and actively learning; citizens are informed, confident and actively engage; and government is open, responsive and accountable. The programme was well accepted by stakeholders and initial steps of its progress towards intended results have begun to show.

As discussed in the section that details findings, multiple reinforcing actions by all units of the HakiElimu programme led to initial positive results that are consistent with progress that will ultimately lead to the desired change.

Specifically, the evaluation makes the following conclusions and recommendations:

i) Government responsiveness and accountability is still dodgy even when there are signs of support to HakiElimu’s core message and objectives

The most steps appear to have been made towards the first two outcomes, where more concrete results towards improving the quality of learning and promoting citizen engagement were more evident and accounted for. In respect to steps towards government responsiveness and accountability, only early and basic results of official buy-in and good will by district level government/education officials and preliminary steps of LGAs to play their roles were gained in the period. This is understandable given that government protocols that require specific directives from top national government officials for implementation by district and local level officials are constantly a constraint on the extent to which officials at the lower levels - those directly participating and supporting HakiElimu activities, could practically do to apply their roles to the projects. It is however significant that improvements of relationships and the emergence of a constructive engagement dynamic among especially Friends of Education, school administrations, district education officials and LGA representatives began to gain ground in this period and that these led to greater cooperation in project implementation.

On the other end, results at national government level appear to have mainly been limited to simple acknowledgment of issues raised by HakiElimu researches, with some being amplified in the National Assembly out of the efforts of sympathetic legislators and in some instances, yielding promises of action by government. An exception to this however, is the government step to allocate funds for capitation grants towards pre-primary education out of the successful ECE campaign by HakiElimu.

Whereas these steps are positive, and HakiElimu even made efforts at following up promises, it appears that HakiElimu has not yet established a systematic follow up mechanism to ensure that promises by officials actually end up in institutional level guarantees. Promises alone have not yielded much change in the past work of HakiElimu, hence the imperative of systematic, stronger follow up and generation of new spirals of actions to push political leaders, government technocrats and the institutions they represent to implement commitments they have made in their official capacities.

Recommendation: A more robust system of follow up of actions and results from national government level engagement needs to be put in place, and where there have been attempts, it should be enhanced. From HakiElimu experiences in the past, official recognition of issues facing education and making of promises seldom led to significant change in the long run. Opportunities availed through HakiElimu’s invitation to participate in various Working Groups in the context of government bilateral programmes
with development partners are spaces that HakiElimu is already leveraging but there needs to be clearer articulation of what types of higher level, official and institutional guarantees HakiElimu efforts are seeking from the national government level. A more detailed engagement strategy with national government agencies, which could include multi-actor partnerships with other CSOs and follow up mechanisms, is likely to cast HakiElimu’s effort towards government specific objectives more at a system-wide transformation level and not just notions of political buy-in.

ii) HakiElimu’s community engagement strategy is effective but some practice aspects need to be reviewed and strengthened

From the results discussed earlier in this report arising from accomplished actions towards enhancing access to quality learning and promoting citizen engagement, the effectiveness and potential of HakiElimu’s new strategy to inspire, shift mindsets and showcase examples of what needs to be done to improve learning outcomes is being proven to work. Compared with previous strategies, it appears that HakiElimu is now able to more persuasively articulate and present its case for the need of urgent and drastic changes of approach in investments towards improving education and learning in Tanzania.

By showing results on what community members working together to own and direct development of their schools can do; amplifying the need for transparency and accountability in the way schools and their resources are managed, demonstrating what a model school should be like – both in respect to facilities, learning materials, approaches to teaching and reinforcing roles of all stakeholders in education. HakiElimu managed, within a short period of time (2.5 years) to build a compact case of what clichéd proclamations on improving the quality of learning and education in Tanzania could look like in reality.

These positive attributes of the programme and their potential to spur wider spectrums of action as intended by HakiElimu faced a number of challenges that if not managed may have a negative effect in the long run.

For example, there are instances where HakiElimu was erroneously viewed as a simple, practical replacement of community and government responsibility, which is contrary to the organisation’s own objectives and expectations. This is particularly the case in places where HakiElimu solely financed school infrastructure development projects like Umoja B. Primary School (Library) and appears to have resulted from dislocated information flow that could be beyond HakiElimu’s control.

Secondly, with too much focus on the new approach of demonstrating results, it appears that HakiElimu’s servicing and building on past gains to bolster the new direction were relegate in the period. For example, attention on continuing to strengthen Friends of Education networks beyond the 11 districts, although still an objective of HakiElimu slowed down, mainly due to staff time being too stretched and centered on the new strategy. Staff of HakiElimu acknowledge this imbalance and the need to find ways of strengthening Friends of Education Networks as a component of the current strategy as members of the movement are well placed to more extensively and effectively propagate aspects of the model school concept that have been proven to work.

**Recommendation:** HakiElimu needs to strengthen it guidelines and standards on acceptable methods, techniques, processes and tactics for its community engagement and action work – and which both staff and partners in the field should foster. Staff will need to be further trained on these guidelines and tactics and an internal peer support mechanism incorporated through which more experienced staff in community engagement continuously support and mentor those that are less experienced. These guidelines should also include explicit practice guidelines on negotiable and non-negotiable elements in the application of the strategy with communities. These guidelines could serve as a shared practice and communication tool on what HakiElimu can do and what it cannot do while in the
process of working with stakeholders at community level. Ultimately the purpose of the community engagement component of HakiElimu’s strategy is citizen empowerment. An organisation-wide shared understanding of what this means and how it is catalyzed is crucial to avoid the danger of sending mixed, even contradictory messages to stakeholders.

On *Friends of Education*, a rebalance between focus on the 11 districts and servicing the movement at a national level needs to be established and sufficient staff time assigned to effectively engage the networks and channel ways of bolstering the networks in different regions. A possible mode of support could be nurturing of more networks in the example that HakiElimu supported the Dodoma *Friends of Education* Network to grow into an ally that is capable to do much more as a functioning organisation. Also, amplifying the importance of the voice of children and teachers in discourses on improvement of the quality of learning and education and availing them strategic support to convene or access engagement platforms may be an effective node of building on the gains made so far from the ongoing experiments with model schools.

iii) *Where’s the Strategic Plan is robust in its focus, objectives and intended outcomes, the strategy’s Monitoring and Evaluation framework in weak, especially in learning*

While it is a comprehensive document, the HakiElimu Monitoring and Evaluation Framework puts emphasis on output monitoring, hence making a case for progress reports that are more emphatic on activity reporting over documenting progress towards outcomes and accounts of learning from action. Although a positive development was initiated in the period of using the Outcome Mapping tool for documentation and reporting, reviewed progress reports are still scanty in documenting change, presenting evidence and generating learning. This is an area that needs strengthening, initially by reviewing the M&E framework and making it a tool for not just tracking progress but a learning resource of what is working and what is not. The steps already undertaken to systematize monitoring and reporting streams and formats are a good start towards this direction but a more comprehensive review of the existing framework needs to be done to integrate a sharper way of providing evidence. The M&E framework in its current form is too preoccupied with operations and numbers and it is not effective in capturing the softer, qualitative aspirations of the programme.

**Recommendation:** HakiElimu should review and update its Results Framework and Monitoring and Evaluation Framework to make them more outcome (change) focused. Whereas there is nothing fundamentally problematic with these frameworks’ output orientation, the strategy of HakiElimu that is concerned with demonstrating what works places greater demand and responsibility to properly and effectively document qualitative, evidence-backed stories of change as well as lessons. The reviewed frameworks could also include more specific benchmarking of indicators beyond time lining to enable future assessment of progression towards outcomes. This is not possible in the present formats as there are no qualitative progress markers for activities. Many respondents, including staff of HakiElimu shared a view that the remaining period of the Strategic Plan needs to focus more on reflection, learning and documentation – and incorporating emerging lessons in a timely manner to improve on the quality of implementation as per the plan. This might a slight review of Year 4 and 5 projections to rebalance operational aspects of the programme with reflection, learning and continuous modification for better results. Without attention to this, it might prove difficult to communicate exactly what the new approach will have taught HakiElimu and what concrete propositions it might have confirmed as a basis of future calls and actions with government and other stakeholders.

iv) *The phenomenal success of an integrated media and communication strategy can be further strengthened through a mix of production formats*

Whereas the integrated media action approach has been proven to work effectively, in the period under review, HakiElimu placed greater emphasis on independent programme productions, which were in
turn aired by media houses for airing. This model, whereas less costly, eliminates the value of real time audience participation, which is an important node of promoting citizen engagement and action.

**Recommendation:** HakiElimu could consider exploring with its media partners potential for rebalancing investments among independent for-air productions; joint co-productions with media partners that allow for field level engagement and studio airing and live interactions as well live programmes based on agreements with partners stations and which could increase opportunities for *Friends of Education* network members to utilize media in their regions more effectively. Interviewed managers of media organisations expressed that there is scope for such exploration without a significant implication on financial inputs from HakiElimu.
ANNEX 1: TERMS OF REFERENCE

CONSULTANCY TO CARRY OUT MID TERM EVALUATION FOR HAKIelimu

Background Information

As Mwalimu Nyerere recognized long ago, education is about liberation, about building a critical society that is curious, that asks questions, and that holds leaders to account. For the last ten years HakiElimu has helped people make a difference in education and democracy across Tanzania. HakiElimu has informed citizens, stimulated debate and created awareness, which in turn has spurred citizen engagement that has irrevocably changed the educational and political landscape.

HakiElimu takes a human rights-based approach to education, emphasizing equity in access, quality and governance of education. Like Mwalimu Nyerere, we view education as including but much bigger than schooling. HakiElimu sees the problems in education in Tanzania as primarily political and institutional in nature, and believes that providing citizens with the space to hold government accountable is critical to improving the state of education and society.

In the first ten years of HakiElimu’s work, our approach mainly focused on providing citizens with analysis and information linking gaps and challenges of policies and practices in education and government at large. In this way, HakiElimu promoted awareness of the general public on education policy implementation and thus encouraged people to look beyond the rhetoric at what was actually going on. Through this approach, HakiElimu has been recognized as a champion for change, powerfully influencing the way Tanzanians think and engage with education, and stimulating imaginative debate to spur both public and government action.

In particular, HakiElimu is widely recognized among the public for its effective nationwide engagement on democracy, governance, and quality of education. HakiElimu has mobilized a countrywide grassroots network of over 30,000 Friends of Education, whose members include community organizations and individuals who want to make a difference in their local schools and communities. From 2005 to date, HakiElimu has conducted several campaigns to address the lack of attention to education quality and lack of transparency and accountability in education governance and democracy.

A key component of 2012 - 2016 strategy is the use of popular media, including TV, radio, billboards, cartoons in newspapers, and various publications to educate the public and foster debate about Tanzania’s schools. HakiElimu’s dramatic TV and radio spots on the delays in payment of teachers’ salaries raised public awareness and catalyzed sufficient public pressure to change government policy and practice. The organisation also produced about 100 popular publications and distributed them widely, ultimately sending out millions of publications to over seventeen million Friends of Education, CSOs, key institutions and ordinary citizens. These publications have aided HakiElimu’s work to stimulate debate and inform people to take action in making a difference in education and democracy.

The government has often reacted strongly against the issues raised by HakiElimu. At its height in 2005 the organisation was prevented from undertaking a range of activities in schools and communities, and faced the public wrath of the Minister of Education and the President. But the nationwide outcry that ensued only helped build stronger support for the organisation, and raised critical debate about the role of civil society, freedom of expression and public accountability. It helped consolidate, despite fierce government resistance, the public value of independent monitoring and watchdog functions. It demonstrated that a civil society organisation that has a solid evidence basis for its positions and enjoys broad public support could stand up to the highest authority in the land.
The effect on the democratic imagination is perhaps HakiElimu’s most powerful contribution to Tanzania society. Methods pioneered by HakiElimu have also been used by many other organisations within and outside Tanzania, and has enhanced creativity in development practice. In addition, the organisation’s work has also influenced tangible change on specific educational issues, such as living and working conditions of teachers, payment of teacher salaries, the flow and use of funds to schools, the levels of children’s learning (in collaboration with other CSOs including TEN/MET and the Uwezo initiative), and the role of citizens in school governance.

HakiElimu’s 2008–2011 strategy was focused on facilitating communities’ engagement in transforming schools and influencing policy making, stimulating imaginative public dialogue, and organizing for change. This new programme strategy embraces the core values and principles espoused by HakiElimu since its establishment in 2001, and deepens them, drawing from the lessons and insights of the last ten years – of what works and what doesn’t – and changing to fit the evolving and dynamic context. Specifically, there is greater emphasis on what citizens can do to make a difference. HakiElimu believes that sustainable change in development and education happens where people actively engage with gaps and opportunities at their own levels to improve accountability of the service providers. In this context we will pay more attention to demonstrating and learning from what works in governance and democracy. The idea is to draw on experiences and lessons from local and global evidence of how sustainable and qualitative changes in education can be adapted for the current and future context in Tanzania. In this approach we will focus our work on the achievement of three outcome areas:

1. Children in school and actively learning;
2. Citizens informed, confident and actively engaging; and
3. Government being more open, responsive and accountable to its citizens.

Within each one of these three outcomes areas we have identified specific aspects to achieve over the next five years that give HakiElimu focus and provide the basis for holding us accountable.

Tanzania needs educated people to make its society more capable, creative and just; and an informed, confident and engaged citizenry to make education better. HakiElimu’s 2012-2016 strategy is situated at the heart of this dialectic, and seeks to stimulate citizen action to create a more open, just and democratic society with quality education for all.

HakiElimu will strive to its fullest capacity to contribute to the vision and mission, guide by the following values:

1. Commitment to social justice and human rights
2. Mutual respect and non discrimination
3. Gender equity and awareness
4. Highest ethical standards
5. Creativity, effectiveness and efficiency
6. Accountability
7. Diversity
8. Transparency and honesty

**Purpose of the Evaluation**

While HakiElimu recognizes many challenges in the education sector in Tanzania, the 2012 – 2016 strategy focuses on a few issues and areas of priority that will have a wider impact at the end of five years. This means education that focuses on learners’ outcomes, not just infrastructure and access; education that promotes active citizen engagement, human rights, equity and democracy, good governance and transparency; education that prepares children to be confident, creative, inquisitive, and civil. These terms of reference (ToR) have been
developed in order to engage a consultant to conduct a mid-term evaluation of the HakiElimu 2012 – 2016 Strategy.

Specific purposes of the evaluation are:
1. To provide strategic directions of the current programme by giving insights of what HakiElimu is doing for better value and relevance;
2. To help the organisation improve the design of our activities and performances through creatively identifying challenges and explain the relevance and value of the current activities in achieving the set goals and objectives;
3. To provide a critical analysis of the effectiveness, efficiency and relevancy of the current programme activities (approaches, tactics and strategies);
4. To help the organisation identify activities with the greatest impact;
5. To help the organisation learn useful lessons on what works in improving learning and community participation and fostering more open, responsiveness and accountability from the government to the public; and
6. To help HakiElimu understand whether we are being accountable to donors funds and community at large
7. To inform HakiElimu where and how they need to change, improve, stress for better and more sustainable results.

Objective of the MTE:

“The objective of the MTE is to assess HakiElimu’s progress towards achieving its goals as set out in its 2012-2016 Strategy. The MTE will look at results so far and capture lessons learned. Findings and recommendations of the MTE will be used by HakiElimu to adjust elements of the programme for the remaining period of the strategy should that be necessary.

Issues to be addressed by the MTE” which could include but not limited to the following:

1. HakiElimu's Progress towards achieving its outcomes
   - What outputs had HakiElimu achieved in the evaluation period? Are they in line with the outputs outlined in the strategy?
   - What evidence exists to demonstrate how achieved outputs have or are contributing towards attaining the outcomes of HakiElimu for the period of the strategy? What mechanisms are in place to measure progress towards intended outcomes?
   - What lessons have been garnered over the period?

2. HakiElimu’s Programme Design, goals, strategies and outputs
   - Is the logic and relationships among programme input, output and outcomes still valid?
   - What are the most important strategies of HakiElimu towards achieving its long-term objectives?
   - Has/have there been major shifts in the environment that impacts or impacted HakiElimu’s work in the period? If there were shifts, how did these affect HakiElimu’s programme? Could the shifts be related to improvements or challenges in achieving results? Did they have any implications for HakiElimu’s core-business?

Expected Results

It has to be noted that this evaluation is part of an institutional process. From this view then, the evaluation will provide an insight into the effectiveness, efficiency and relevance of our activities that have been implemented in the past three years. Furthermore, the evaluation will be used to inform HakiElimu's 2015 -16 planning and future work as well as our stakeholders about our work. The results will also be used to shape the way HakiElimu – manages its work, operations and provide new ideas, concepts and ways of structuring the operations for better and wider impact.
Timing

The mid-term evaluation is expected to take place in May – July 2014, which is the appropriate time within Planning, Monitoring and Evaluation cycle.

Research Questions

A well-defined research question is of crucial importance for a successful evaluation. The consultant will develop main research questions, evaluation criteria (relevance, efficiency, effectiveness, sustainability, accountability) and level of evaluation (input, outputs, effect/outcome and impact).

Methodology

The consultant will formulate an appropriate methodology to be included in the final ToR. When formulating the methodology, the consultant should consider the following:

a. What data need to be collected and how?
b. What analytical methods will be used?
d. Feedback mechanism – Report, meetings, presentations – verification of preliminary findings and recommendations

Besides consideration of the above, the consultant will also be expected to use methodologies that will enable the organisation to get high quality information in a cost effective manner with maximum representation of our audience and beneficiaries. The methodology should involve both literature review and field work.

Stakeholders’ involvement and their responsibilities

In collaboration with HakiElimu’s point person(s), the consultant should explicitly identify all stakeholders to be involved in the evaluation process. The consultant should make clear the division of tasks in different stages of evaluation.

a. The “when to do what”: The consultant should develop the “when to do what” chart – which contains realistic time schedule and work plan including timing and duration of tasks (preparation – negotiation of the ToR, execution, reporting and follow-up)
b. Logistical organisation: The consultant in collaboration with HakiElimu should explicitly plan for the logistics (if visits have to be made, what transport is needed; accommodation availability, administrative support for the evaluation team, means of communication available, etc.

Deliverables

The consultant will produce the primary deliverable, which is the Evaluation Report, in addition to data sets and evaluation questionnaire(s).

The structure of the report:

i. Executive summary (non technical) including conclusion and recommendations

ii. Main text
   a. Introduction
      i. Content
   ii. Objective and Evaluation Research questions
   iii. Structure of the report
   b. Methodology
   c. Presentation of findings/facts and analysis (separate chapters per Evaluation Research questions)

2 Partner organisations, beneficiaries, target groups, (local/national) government, the evaluation team
iii. Conclusion and Recommendations
   a. Conclusion and lessons learned follow key evaluation criteria (give ratings)
      i. Relevance
      ii. Efficiency
      iii. Effectiveness
      iv. Sustainability
      v. Impact
   b. Recommendations
      i. What modifications will improve the attainment of HakiElimu goals
      ii. What modifications in management system are required (if any) to ensure attainment of organisational goals
   c. Lessons learned
      i. Best Practices
      ii. Worst Practices (if any)
   d. Follow-up

iv. Annexes
   a. ToR
   b. Names/company of evaluators
   c. List of persons organisations consulted
   d. Literature and documents consulted

The consultant’s tasks

The consultant will be responsible for developing a proposal for the evaluation that will outline
   • Methodology
   • Evaluation design and approach
   • Timeframe and budget
   • Supportive materials, resources needed to support the assessment
   • Provide quality report with recommendations and way forward for HakiElimu to take
   • The consultant will abide to the agreement, quality and time set for this work

HakiElimu’s tasks

   • Provide consultant with resources, directions, materials and whatever is required to facilitate the evaluation as agreed
   • Make readily available and provide reports and other materials required by the consultant
   • Finance the consultant and field visit as per agreement
   • Facilitate making appointments for the field work to take place
   • HakiElimu will abide to the agreement and ensure the consultant is supported as agreed
ANNEX 2: EVALUATION QUESTIONS

(The evaluation questions in the matrix will be used to as a guide for conducting semi-structured interviews with key informants to gather data on specific Evaluation Issues as identified in the TOR and elaborated in this inception report. In a particular interview situation, questions will be asked depending on the role/functions of the interviewee and their level of understanding of the HakiElimu Programme. Follow up questions will be used if clarification of answers is needed).

<table>
<thead>
<tr>
<th>Evaluation Issue/ Criteria</th>
<th>ToR Question</th>
<th>Evaluation Question</th>
<th>Benchmark</th>
</tr>
</thead>
</table>
| HakiElimu’s progress towards achieving its objectives and outcomes for the period under review (Programme Effectiveness) | - What is the extent of achievement of planned outputs and outcomes | - What outputs has HakiElimu achieved the period under review?  
- What is the quality of these outputs in respect to their contribution towards attaining outcomes stated in the Strategy for the period?  
- What were the major strengths of the programme?  
- What have been its major achievements?  
- What were the shortcomings of the programme?  
- Were there any unintended outcomes (positive and negative?)  
- Are the results so far sustainable? | - Documentation of outputs achieved using indicators stated in the M&E Framework  
- Documentation of key programme achievements and strengths  
- Documentation and analysis of stakeholder opinions on programme successes, shortcomings and unintended outcomes  
- Degree to which outputs and outcomes were meet within projected timelines and they met acceptable quality standards  
- Documentation and analysis of opinions on management and mitigation of levels of achievements against targets over the evaluation period |
| Efficiency of the HakiElimu Programme approaches and strategies | - How efficiently are programme planning and implementation carried out?  
- Are internal decision making processes aligned with stated goals and ambitions for results? | - To what extent were programme inputs (human, technical, and financial) used efficiently?  
- How and where could improvements have been made to improve efficiency without compromising quality?  
- How effectively were resources mobilized and utilized?  
- How are partnership arrangements organised? Are they strategic and effective? | - Documentation and analysis of stakeholders’ opinions on efficiency of programme inputs  
- Information on unit costs of major programme activities  
- Review of adequacy of programme resources |

| HakiElimu’s programme design and its validity in delivering intended outcomes (Validity of Activity Design) | - Are programme results (planned Outputs, Outcomes, and Impact) clearly stated, describing solutions to identified problems and context analysis of Haki Elimu’s work?  
- Is the logic and relationship among programme input, output and outcome still valid?  
- What are the most important strategies of HakiElimu towards achieving its long results/impact?  
- Have there been major shifts in the environment that impacted HakiElimu’s work in the period?  
- If there were shifts, how did these influence HakiElimu’s programme? Did they lead to improvements? New opportunities? Challenges? Did they have implications for HakiElimu’s core-business? | - Were external factors that could affect the programme well identified and assumptions validated?  
- How were programme results as articulated reflected in practice and actual implementation?  
- Are programme components – inputs and strategies a coherent, comprehensive and sound response to identified needs? | - Programme documents identify well articulated interventions  
- Programme documents demonstrate that cost effectiveness was taken into account  
- Alternative more cost effective options identified/not identified |
<table>
<thead>
<tr>
<th>Relevance of current programme activities in respect to priorities identified by the Strategy and towards achieving intended outcomes and impact</th>
<th>Were programme activities relevant and were their results useful in achieving outcomes intended for the period of review?</th>
<th>To what extent did HakiElimu activities align with identified challenges and priorities identified in the Strategy?</th>
<th>Degree of concurrence of HakiElimu activities with national context and priorities in its programme areas</th>
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<td>To what extent do the outputs and outcomes contribute towards the achievement of stated outcomes in the 2012-2016 Strategy?</td>
<td>Evidence of specific positive effects for beneficiaries</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Was the HakiElimu programme considered to be beneficial by stakeholders and communities in the period?</td>
<td>Documentation and analysis of stakeholder opinions on appropriateness and of HakiElimu strategies</td>
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<td></td>
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<td>How appropriate and realistic are programme strategies and interventions?</td>
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<td>What major risks and constraints has the programme faced in the last 2.5 yrs and how were these dealt with?</td>
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<td></td>
<td>-</td>
<td>To what extent did the Haki Elimu programme complement and synergize with other actors in shared areas of interest?</td>
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</tr>
<tr>
<td><strong>HakiElimu’s accountability to its stakeholders</strong></td>
<td>- To what extent was/is HakiElimu’s accountable to its stakeholders?</td>
<td>- How were stakeholders involved? What were their roles/functions?</td>
<td>- Degree of alignment of HakiElimu actions with best practice in respect to accountability to stakeholders</td>
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| **Key lessons and challenges of the HakiElimu programme for the period under review** | - What has been learned from the work of the past 2.5 yrs  
- What are the facilitating and constraining factors that created a supportive environment or hampered the programme in the period | - What key problems were encountered?  
- How were these resolved or mitigated?  
- What measures are in place to improve on shortcomings in the future?  
- To what extent are HakiElimu’s M&E mechanisms able to track performance and generate lessons that can be used for improvement planning in a timely manner? | - Documentation of key lessons learnt and evidence of improvement planning |
| **Ideas for programme improvement and strategic alignment for the remaining period of the Strategy** | - What does HakiElimu need to do differently in order to be more effective and strategic in the delivery of its Strategy? | - What lessons from its work and developments in the operating context must HakiElimu respond to in order to improve on its efficacy and capacity for greater impact?  
- What specific strategic alignments need to be made to improve performance in the remaining period of the HakiElimu Strategy? | - Documentation and analysis of key context changes, staff and stakeholder opinions on areas HakiElimu could improve on  
- Analysis and documentation of areas of HakiElimu’s Programme that could call for alignment based on evaluation findings |
### ANNEX 3: FGD GUIDE

(For use to collect evaluation information from community members (men, women and youth) at identified programme locations)

<table>
<thead>
<tr>
<th>Guiding Discussion Questions</th>
<th>Respondent/Group Response</th>
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<tbody>
<tr>
<td>Understanding benefits and effect of HakiElimu’s activities on communities and community members’ contribution to programmes</td>
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</tr>
<tr>
<td>1. In what ways have you been involved with the activities of HakiElimu in the last two and a half years? (Probe for specifics, nature of involvement, key motivations, their contributions and timelines)</td>
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<tr>
<td>2. From your experience, what are the major issues or challenges affecting governance and education in Tanzania generally, and specifically your community? In your view, how is HakiElimu addressing these issues and challenges? (Probe for opinions and examples of relevance of activities in the area to prioritized challenges)</td>
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<tr>
<td>3. What are the major benefits to your community from the activities of HakiElimu in your area? (Probe for specific examples for individuals and communities, extent of activities helping resolve what respondents view as major challenges facing education in their area)</td>
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</tr>
<tr>
<td>4. What would you list as the most important achievements of HakiElimu for your community and the whole country in the last two and a half years? (Probe for specific examples, and if linked to benefits previously discussed)</td>
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<tr>
<td>5. In your view, what is HakiElimu doing really well (both in your community and nationally? (Probe for specific examples and instances)</td>
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<tr>
<td>6. What in your view should HakiElimu improve on (both in its work in your area and nationally? (Probe for reasons of suggestions, and if suggestions are based on specific experiences of engagement)</td>
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</tr>
<tr>
<td>7. In the next 2.5 years, what do you expect to see in your community from the work you are doing with HakiElimu? (Probe extent of self-drive and forecasts how work together with HakiElimu might evolve going forward)</td>
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</table>

Location of FGD:

Names of Participants:

Date: ___________________________  Name of Interviewer: ___________________________
## ANNEX 4: INTERVIEW GUIDE

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<thead>
<tr>
<th>Date:</th>
<th>Name of Interviewee:</th>
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<table>
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<tr>
<th>Organisation/Affiliation:</th>
<th>Location:</th>
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</table>

1. In what ways have you been involved in HakiElimu activities in the past 2.5 years?

2. What specific roles have you played in the activities of HakiElimu in the last 2.5 years?

3. What would you say were the major successes/achievements of HakiElimu activities over the last 2.5 years? What contributed to these achievements?

4. What would you say were the major challenges HakiElimu’s activities faced in the last 2.5 years?

5. What would you say are the benefits you get by taking part in HakiElimu activities?

6. In your view, are the activities of HakiElimu effectively addressing the challenges facing education in your community? Please explain.

7. If there is one thing you would change about the activities of HakiElimu, what would that be and why?
### ANNEX 5: LIST OF CONSULTED PERSONS AND GROUPS

#### Interviews

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Consultation Type</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charles Mtoi</td>
<td>HakiElimu Monitoring &amp; Evaluation Officer</td>
<td>Interview</td>
<td>Dar es Salaam</td>
<td>20/8/14</td>
</tr>
<tr>
<td>2. Abedi Saidi Dogori</td>
<td>Ag. Station Manager – Abood Media Company, Morogoro</td>
<td>Interview</td>
<td>Morogoro</td>
<td>21/8/14</td>
</tr>
<tr>
<td>3. Leonis Makunga</td>
<td>Kilosa District Adult Education Coordinator</td>
<td>Interview</td>
<td>Kilosa</td>
<td>22/8/14</td>
</tr>
<tr>
<td>4. Theodilus Mangia</td>
<td>Kilosa District - Senior literacy Officer – Primary Education Department</td>
<td>Interview</td>
<td>Kilosa</td>
<td>22/8/14</td>
</tr>
<tr>
<td>5. Floridge Lyelu</td>
<td>HakiElimu Programme Officer (RPA) &amp; Iramba District Coordinator</td>
<td>Interview</td>
<td>Iramba</td>
<td>23/08/14</td>
</tr>
<tr>
<td>6. Luther Martin Mukoma</td>
<td>Councilor, Tulia Ward, Iramba</td>
<td>Interview</td>
<td>Iramba</td>
<td>23/08/14</td>
</tr>
<tr>
<td>7. Allan Ndosi</td>
<td>Umoja Primary School Teacher</td>
<td>Group Interview</td>
<td>Umoja</td>
<td>25/08/14</td>
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<tr>
<td>8. Honolina Joseph</td>
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<td>9. Mwajabu Mngawo</td>
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<td>10. Zainabu Simba</td>
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<tr>
<td>11. Dionis Moyo</td>
<td>Sunrise Radio, Arusha</td>
<td>Interview</td>
<td>Arusha</td>
<td>25/08/14</td>
</tr>
<tr>
<td>12. Grace Masawe</td>
<td>District Home Economics Education Officer – Arusha</td>
<td>Interview</td>
<td>Arusha</td>
<td>26/08/14</td>
</tr>
<tr>
<td>13. Naomi Mwakilembe</td>
<td>HakiElimu Programme Officer (CEA) and Arusha District Coordinator</td>
<td>Interview</td>
<td>Arusha</td>
<td>26/08/14</td>
</tr>
<tr>
<td>14. Godfrey Boniventura</td>
<td>HakiElimu Research and Policy Analysis Unit Manager &amp; Serengeti District Coordinator</td>
<td>Interview</td>
<td>Mugumu</td>
<td>27/08/14</td>
</tr>
<tr>
<td>15. Robert Mihayo</td>
<td>HakiElimu Quality Assurance Coordinator</td>
<td>Interview</td>
<td>Mugumu</td>
<td>27/08/14</td>
</tr>
<tr>
<td>16. Ghati Machage</td>
<td>Teacher, Mugumu Primary School</td>
<td>Group Interview</td>
<td>Mugumu B. Primary School</td>
<td>28/08/14</td>
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<tr>
<td>17. Jonathan Mbogora</td>
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<tr>
<td>18. Mgaya Zakari</td>
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<td>19. Neema Maregeri</td>
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<td>No.</td>
<td>Name</td>
<td>Position/Role</td>
<td>Interview Type</td>
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<td>Cecilia Jelasi</td>
<td>Mugumu B. Primary School Parent</td>
<td>Group Interview</td>
<td>Mugumu B. Primary School</td>
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<td>Christina Marando</td>
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<td>Dativa Petro</td>
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<td>Grace Shanyangi</td>
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<td>Jorum Hakimu Mwasanga</td>
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<td>25</td>
<td>Rebeka Shabuke</td>
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<td>26</td>
<td>Francis Matika – Vice</td>
<td>Vice Chairperson Mugumu B Primary School Committee</td>
<td>Joint Interview</td>
<td>Mugumu B. Primary School</td>
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<td>27</td>
<td>Nelson James</td>
<td>Chairperson, Mugumu B Primary School Committee</td>
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<td>28</td>
<td>Enoch George</td>
<td>District Education Officer, Skills Development (Secondary) – Serengeti District</td>
<td>Interview</td>
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<td>29</td>
<td>William Mabanga</td>
<td>District Education Officer (Primary) – Serengeti District</td>
<td>Interview</td>
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<td>30</td>
<td>Buliro Mafwimbo</td>
<td>Member, Mwisenge B. Primary School Committee</td>
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<td>31</td>
<td>Matias Buguti</td>
<td>Chairperson, Mwisenge B. Primary School Committee</td>
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<td>Juma Richard Musoma</td>
<td>Friends of Education - Musoma</td>
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<td>Perusi Masokomia</td>
<td>Member of Friends of Education – Kigera Ward</td>
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<td>34</td>
<td>Elisante Kitulo,</td>
<td>Media and Advocacy Unit Manager &amp; Ukerewe District Coordinator</td>
<td>Interview</td>
<td>Mwanza</td>
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<td>35</td>
<td>Frederick Rwehubiza</td>
<td>Finance and Administration Officer (Procurement)</td>
<td>Interview</td>
<td>Mwanza</td>
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<td>36</td>
<td>David Sevuri</td>
<td>Managing Director, True Vision</td>
<td>Phone Interview</td>
<td>Dar es Salaam</td>
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<td>37</td>
<td>Mr. Japhet Makongo,</td>
<td>HakiElimu Board Member</td>
<td>Joint Interview</td>
<td>Dar es Salaam</td>
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<td>38</td>
<td>Dr. Qorro Martha Ambrose,</td>
<td>HakiElimu Board Member</td>
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<td>Arran Corrigan</td>
<td>Irish Aid</td>
<td>Joint Interview</td>
<td>Dar es Salaam</td>
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<td>Mathew Kihuria</td>
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<td>Kate Dyer</td>
<td>KPMG</td>
<td>Joint Interview</td>
<td>Dar es Salaam</td>
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<td>Amani Manyelezi</td>
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<td>43</td>
<td>Betty Missokia</td>
<td>HakiElimu Executive Director</td>
<td>Interview</td>
<td>Dar es Salaam</td>
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<td>44</td>
<td>Daniel Luhamo</td>
<td>Finance and Administration Manager</td>
<td>Interview</td>
<td>Dar es Salaam</td>
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<td>45</td>
<td>Joyce Mkina</td>
<td>Programme Officer, Citizen Engagement and Action &amp; Kilwa District Coordinator</td>
<td>Interview</td>
<td>Dar es Salaam</td>
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</table>
FOCUSED GROUP DISCUSSIONS (FGDs)

FGD 1: MVUMI PRIMARY SCHOOL STUDENTS (22/08/2014)
1. Tuhuma Omari – Std 7
2. Enoch Molandí – Std 6
3. Edina Yasini – Std 5
4. Margaret Leonard – Std 6
5. Yusra Simba – Std 4
6. Salum Omary – Std 5
7. Paul Omben – Std 6
8. Abdallah Seiph – Std 6

FGD 2: MVUMI PRIMARY SCHOOL COMMITTEE MEMBERS & PARENTS (22/08/14)
1. Crispin Martin – Parent
2. Evan Claud Urassa – Head Teacher, Secretary
3. Fabian Shigwa – Parent
4. Kassim Maqsood – Chairperson
5. Mwanaisha Karua – Parent
6. Necen Alfani – Parent
7. Rehema Said – Parent
8. Safi Amiri – Member
9. Sala Sereman – Parent/Friend of Education
10. Simon Mbochere – Parent
11. Tano Albert – Parent

FGD 3: LUDEWA FRIENDS OF EDUCATION (22/08/14)
1. Gideon Matumbo – Chairperson
2. Mwanaisha Karua – Librarian
3. Seifu Zoho – Member
4. Thomas Chimbi – Treasurer
5. Valeri John – Librarian

FGD 4: BABATI FRIENDS OF EDUCATION - OYSTERBAY PRIMARY SCHOOL (24/08/14)
1. Asia Lembariti – Secretary
2. Gaudencia John Igoshalimo – Chairperson, Teacher
3. Hadijah Matola – Member (responsible for Student Parliaments)
4. Kenneth She Mdoe – Member
5. Mganga Bakari Konga – Member
6. Mohamed Shabaan – Treasurer

FGD 5: UMÖJA PRIMARY SCHOOL STUDENTS – ARUSHA (25/08/14)
1. Asenath Kisioka – Std 7
2. Eliakimu Pendacli – Std 7
3. Lilian Adamu – Std 7
4. Mwadawe Juma – Std 4
5. Naomi Matayo – Std 5
6. Rehema Paulo – Std 5
7. Saidi Idi – Std 6
8. Thomas Adamu – Std 6
9. Tumaini Samson – Std 7

FGD 6: UMOJA PRIMARY SCHOOL COMMITTEE, COMMUNITY LEADERS AND PARENTS (25/08/14)
1. Ali Molen – Halmashauri Kitongoji
2. David Msel – Head Teacher
3. Elibariki Somi – Village Chairperson
4. Eliya Somi – Village Vice-Chairperson
5. Kepha Reuben – Parent
6. Meshak Lemayan – Member, School Committee
7. Reuben Loiluda Mole – Chairperson School Committee
8. Stephano Barnaba – Parent

FGD 7: ARUSHA FRIENDS OF EDUCATION (26/08/14)
1. Daniel Luka – Secretary
2. Edwin Johnson
3. Flora Mkiwa
4. Habiba Swedi – Secretary General
5. Josephine Shayo – Chairperson
6. Living Swaleh
7. Richard Alex

FDG 8: MUGUMU B. PRIMARY SCHOOL STUDENTS (28/08/14)
1. Abdulkarim Hamisi – Std 7
2. George Zablon – Std 5
3. Hadijah Juma – Std 6
4. James Charles – Std 7
5. Jessica Samwel – Std 7
6. Marisiana Wandwi – Std 7
7. Musa Juma – Std 7
8. Mwasi Kaunda – Std 4

FDG 9: SERENGETI DISTRICT FRIENDS OF EDUCATION (28/08/14)
1. Biabato Wincheslaus – Secretary
2. Doric Nyapera – Mapinduzi Primary School
3. Ibrahim Filiasi – Mwaburi Ward
4. James Siongo – Kambarage Primary School
5. Mshashi Samson – Chairperson
6. Mwanahami Makongoro Abdu – Facilitator
7. Nemes Sianga – Facilitator
8. Nyihiita Chacha Nyihita – Kibeyo Primary School
9. Pascal Kumolaga – Facilitator
10. Pius Muguabuso – Facilitator
11. Sostena Masambu – Mugumu Ward
12. Susana Keroiga – Mugumu Ward
FGD 10: MWISENGE (A&B) PRIMARY SCHOOL TEACHERS (29/08/14)
1. Bertha Genya (A)
2. Chausiku Matumia (B)
3. Deborah Bisoko (A) ECE
4. Emeli Mwaisemba (B)
5. Judith Asani (A)
6. Kasika Mjae (A)
7. Lydia Seti (B) ECE
8. Susana Emanuel (B)
9. Teddy Mkama (A)

FGD 11: MWISENGE PRIMARY SCHOOL STUDENTS (29/08/14)
1. Abdul Salmin – Std 6
2. Ashleen Joash – Std 6
3. Benson Tobia – Std 6
4. David Manyama – Std 7
5. Ezekiel Kuboja - Std 6
6. Mkama Peter – Std 6
7. Nyangeta Yohana – Std 6
8. Rebecca David - Std 6
9. Tausi Abdalla – Std 6
10. Yusufu Mwangwa – Std 6
ANNEX 6: LIST OF CONSULTED DOCUMENTS AND RESOURCES

1. HakiElimu Strategic Plan (2012 – 2016)
3. HakiElimu 2012 Annual Plan
4. HakiElimu 2014 Annual Plan
7. HakiElimu Monitoring and Evaluation Framework
8. Select recordings of Tafakari Time TV programme and TV spots
9. Selected field reported written by District Coordinators for Iramba, Ukerewe, Kilwa, Arusha, Kigoma and Serengeti
HakiElimu website (www.hakielimu.org)