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Hakielimu

Annual Report 2014

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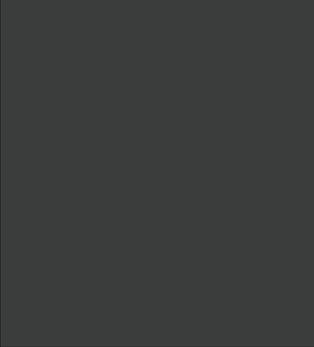
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List of abbreviations & acronyms

CEA	Community Engagement and Action Unit
ECD	Early Childhood Development
ECE	Early Childhood Education
EMAC	Education Materials Approval Committee
FA	Finance and Administration Unit
LENS	Literacy and Numeracy Skills
LGA	Local Government Authority
MA	Media and Advocacy Unit
MKUKUTA	Mkakakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoEVT	Ministry of Education and Vocational Training
NER	Net Enrolment Rate
RPA	Research and Policy Analysis Unit
SDL	Strategic Direction and Leadership
TIE	Tanzania Institute of Education



Executive Director Report

Welcome to our 2014 Annual Report!

This year was an exciting journey for HakiElimu. We continued to build on our successes from 2012 and 2013 and to build momentum towards achieving our strategic outcomes, i.e. children are in school and actively learning; citizens are informed, confident and actively engage; and Government is open, responsive and accountable.

The focus of our 2014 Annual Plan was to promote active community participation in education issues and what is happening in their schools; improving leadership and management of schools and improving teaching and learning in schools, with particular emphasis on pre-primary education.

We also dedicated effort on recruiting more women to the Friends of Education movement to deepen their involvement in education issues. Also, we invested time and resources to stimulate the establishment of students' clubs in schools as a measure to improve literacy. Our engagement with the Ministry of Education and Vocational Training as the Social Services Parliamentary Committee to advocate for approval of new Education and Training Policy also continued throughout the year.

We are excited with our progress this year. We saw tremendous improvements in community participation in local discourses and acting to improve their schools;

more women joining the Friends of Education movement, major steps in national debates on the need for a revised Education and Training Policy, Early Childhood Education (ECE) and local mobilisation to improve pre-primary education. We also noted encouraging trends that students' clubs that we helped establish in our programme schools are helping improve learning competencies and exam performance for students.

However, our successes were not without challenges. As it often happens with powerment interventions that incorporate service delivery approaches like our programme, we had to contend with instances where our community stakeholders tended to focus more on what HakiElimu could do or provide, more than what role communities and other local players in education could play to develop their schools and improve learning. This was not entirely surprising though. We continued to sharpen our ability to communicate consistently and clarify our objective of demonstrating what works and that HakiElimu was not aiming at replacing government and community responsibility.

We also encountered numerous demands to 'expand' our programme to other schools and districts beyond those we had selected to work with based on our baseline in 2012. Whereas this is an encouraging sign, the fact that such demands were laden with expectations that HakiElimu is a sole provider awakened us to the need to communicate our approach more

**Children are in school and actively learning;
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accountable.**

extensively. Our success would be when more stakeholders learn from what we are doing and organically replicate the model school idea of their own drive and volition and not HakiElimu increasing the number of programme schools and districts.

In keeping with our tradition as a learning organization, in June we commissioned an independent mid-term evaluation of our Strategic Plan to enable us gain insights from our work and draw lessons that would strengthen our effectiveness in coming years. From the evaluation, we were glad to know that we are on course to achieve our objectives and outcomes. The evaluation also pointed out areas that we need to improve on. Among these is the need to review our monitoring, evaluation and learning framework and documentation practices. The evaluation found that there are a lot of positive developments spiraling from our work that we had missed from our stories and which would be crucial in providing evidence whether are succeeding or not; what needs to be emphasized or not.

Based on feedback from the mid-term evaluation, we will in 2015 review and re-develop our monitoring and evaluation framework and practices, and also strengthen our capacities for learning and documentation. While continuing to consolidate and deepen the quality of our work in the 83

programme schools and 11 districts, we will focus more on demonstrating and documenting stories of change (not just programme outputs) and communicate these more nimbly with our stakeholders as well as other actors who might learn and adopt them to add value to what they are already doing to improve the quality of teaching and learning outcomes in Tanzania.

We most sincerely thank all of you for being part of our success story and for making our work possible. This goes especially to our Development Partners, AcT-KPMG (DFID), American Jewish World Service (AJWS), Bernard VanLeer Foundation, Embassy of Ireland, CIDA Canada (FATD), Terre Des Hommes, Friends of Education networks in the districts we are focusing on and beyond, community members in those districts and all of you allies who have enriched our work and made the progress we account for here possible.

Thank you too for reading!

Elizabeth Missioka
Executive Director.

About Haki Elimu

Our Vision

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

Our Mission

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's Strategic Focus (2012 – 2016)

Our 2012–2016 Programme Strategy embraces the core values and principles espoused by HakiElimu since its establishment in 2001 and it seeks to deepen them while drawing from the lessons and insights of the last thirteen years. The core of this strategy is emphasis on demonstrating what works and what does not, and changing to fit an evolving and dynamic context.

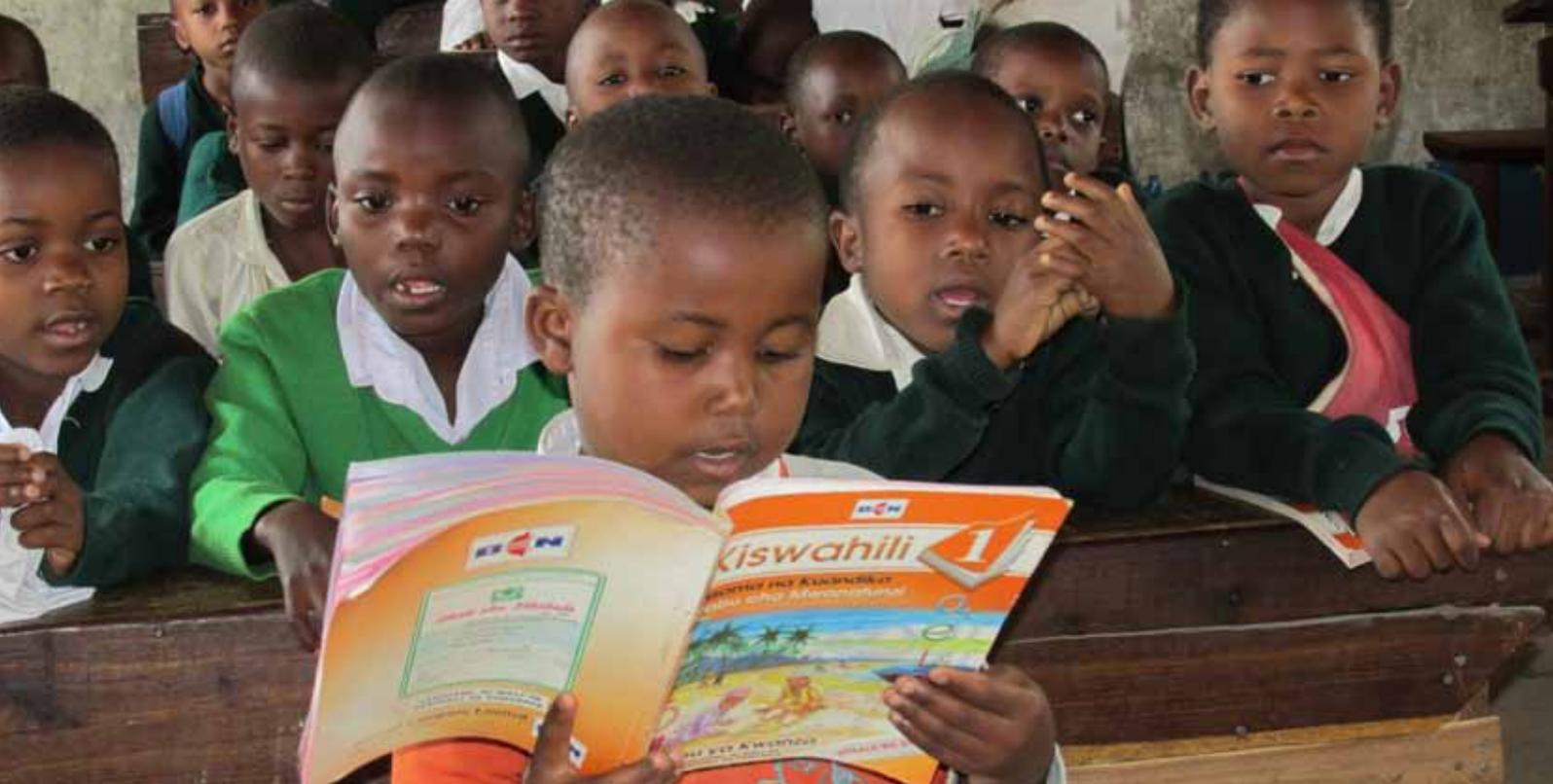
We chose to emphasize what citizens can do to make a difference in education and democracy. Through this choice we decided to go beyond identifying problems, challenges and finger-pointing and instead embarked on a path where HakiElimu's efforts will be directed towards identifying and promoting solutions and good practices to promote the quality of learning for pre-primary, primary and secondary school levels as well as promoting literacy for out of school youth and adults.

2012 – 2016 Outcomes

We believe that sustainable change in development and education happens when people actively engage to identify gaps and opportunities; and seek solutions at their own levels to improve the quality of services.

Our work for this period seeks to ensure that citizens are well informed so that they may critically analyse education and democracy issues, promote creative solutions, monitor the activities of local and national leaders and hold them to account. We also emphasize active learning and improved literacy among citizens in general, stimulate imaginative and critical debates, raise citizens' voices and stimulate citizen action to improve governance, equity, accountability and democracy. To this end HakiElimu seeks to achieve three programme outcomes as follows:

- * Children are in school and actively learning
- * Citizens are informed, confident and actively engage
- * Government is open, responsive and accountable



Strategic Programmes and Support Units

Our strategy for achieving the above outcomes is organized in three strategic programmes, each with a set of objectives that complement the others and contribute towards all three organisational outcomes. These are:

- * **Media and Advocacy Unit (MA)**

The MA unit facilitates availability of reliable and evidence-based information through electronic, social and print media and stimulates debates through creative and provocative advocacy campaigns, materials and information.

- * **Community Engagement and Action Unit (CEA)**

The CEA unit works to facilitate and enable diverse groups of communities and Friends of Education to access information, demand for transparency and good governance; monitor implementation of policy and education programmes, organise for active participation and bring about sustainable change in democracy and education.

- * **Research and Policy Analysis Unit (RPA)**

The RPA unit undertakes critical, analytical and evidence-based research, policy and budget analysis and works to ensure that key public policy issues and processes are more open, accountable and accessible to citizens and that civil society participation in these processes is enhanced. RPA leads our strategic engagement and advocacy work with

policy and decision makers at higher government and state levels.

We also have in place two programme support units that offer overall operational and strategic support to the strategic programme units. These are:

- * **Finance and Administration (FA)**

The FA unit seeks to efficiently and effectively manage HakiElimu's funds, assets, information systems and human resources for quality delivery of its mandate, credibility, transparency and accountability.

- * **Strategic Direction and Leadership (SDL)**

The SDL unit works to provide technical support and strategic direction to HakiElimu's staff teams to ensure quality programme delivery. The unit facilitates performance monitoring and evaluation of HakiElimu's work, documents lessons and best practices, supports and facilitates institutional capacity development, learning processes and quality control of media work, publications, systems and website.

WHERE WE **WORK**





Our goal is to work with communities in these districts and schools to identify specific issues that need addressing to improve the quality of learning in these schools.

Although our work and the outcomes we seek to achieve are national, for the period 2012-2016, we chose to focus our programme investments in 11 districts, which we refer to as programme districts. These are: Arusha Rural, Bariadi, Iramba, Kigoma Rural, Kilosa, Kilwa, Muleba, Serengeti, Musoma, Tabora, and Ukerewe.

Brief profiles of these districts are presented in this report as Annex 1: District Profiles. From these programme districts; we work with 83 schools and their communities. We refer to these as our programme schools. Our goal is to work with communities in these districts and schools to identify specific issues that need addressing to improve the quality of learning in these schools.

From each programme district, we identified four primary schools and one secondary school to focus our direct investments, and to use them to demonstrate what works. We refer to these schools as “model schools” and they are: Mkabogo, Mugumu B, Umoja, Mwisenge A primary schools and Kariakoo Secondary School.

The “model school” is a visual and ideational construct of what an ideal school ought to be. In our definition, a model school is one that enables and provides quality learning opportunities and experiences for learners; provides a conducive environment and facilities for teachers and learners; espouses a culture of transparency, accountability, effective leadership and management; and one in which parents actively participate to make these characteristics possible.

Wherever we worked, our focus was in line with our strategic choice of demonstrating what works to improve the quality of learning and outcomes in Tanzanian schools and communities. Specifically we focused on the following result areas:

- Promoting active community participation
- Improving school leadership and management
- Improving teaching and learning in schools, with emphasis on pre-primary education



KEY

ACHIEVEMENTS IN 2014



“The classroom is very attractive. I am sure the children will love being in it. Previously when HakiElimu called me for their meetings, I thought they were just disturbing me. But now I can see the changes their work can bring to my Ward. I promise to do my best to collaborate with my community to make sure our schools achieve more, especially for the children.” – Hadija Nkumba – Uyui Ward Councilor

2014 was an exciting year for HakiElimu. Our foundational work on the 2012- 2016 Strategy spanning 2012 and 2013 started showing results that we could more confidently interrogate and gauge whether we were on course with our strategic choice of demonstrating what works. From our internal reflections and feedback from the independently conducted mid-term evaluation of our strategy between August and October 2014, we are emboldened by knowing that despite challenges here and there, our programme is on course.

The key achievements from our work in 2014 that give us this confidence include the following:

a) Improved quality of community participation

In 2014, community participation gained momentum and its quality improved across all programme schools. Compared to 2013, we noted a remarkable improvement in the numbers, quality and levels of enthusiasm of community members to join in efforts to develop their schools.

In all the 11 programme districts, we facilitated community dialogue forums through which school administrators, teachers, parents, local government authority officials and education officials discussed the state of education in their areas and identifies issues that needed action. Through these forums, community members and their leaders explored options on what they needed to do to improve learning in their schools. For example: communities around Mkabogo Primary School (Kigoma), Umoja Primary School (Arusha), Mugumu B Primary School (Serengeti), Kariakoo (Tabora) came up with plans through which they contributed resources (money and materials) worth Tshs. 12 million to speed up construction of three community libraries. HakiElimu contributed Tshs. 56 million towards

these libraries.

Despite existence of policy frameworks and requirements for community participation in their schools, this has not been taking place in reality. Participants in these forums reported that it was the first time in their lives that they were taking part in deliberations and planning to develop their schools. Undertakings to deal with problems such as poor enrollment, poor attendance and children dropping out of school and contributions towards school development projects were made.

There appears to be a positive correlation between these forums and overall improvements in attendance. For example, from an average attendance of 70% we recorded during the baseline survey in 2012 for the schools we are working with, by June 2014 attendance had significantly improved to 86%.

b) Student Clubs and libraries are improving literacy

There are functional Students Clubs established in all 43-programme primary schools in 2013. In August this year, we sought to establish the state of these clubs. In all schools, we found that the clubs were functional and from testimonies of students, subject teachers, head teachers and parents, club activities had helped improve on basic reading, writing and arithmetic competencies as well as performance in examinations for club members. Through collaborative learning and better relationships with teachers, students shared stories of their growing interest in learning and reading and their confidence even in subjects like Science, English and Mathematics that they previously found difficult.

These developments were possible, not just through

helping establish the clubs but also availing additional learning resources like text books and learning and teaching aids; implementation of a motivation initiative through which students that won in subject-based competitions were awarded and exposing teachers to additional, more effective teaching methods and ideas on how to support pupils maximise the benefits of their membership in clubs. Testimonies from the teachers unveil that the problem of mastering the arts of reading, writing and arithmetic no longer exists in higher classes. It has remained among a few students from class one to three.

c) Support for Early Childhood Election (ECE) is gaining root

This year, we escalated our campaign on Early Childhood Education (ECE). We did this from the premise that when children are exposed to quality learning at pre-primary education level, they gain foundational competencies that enhance their learning capabilities and progress at primary school.

In 11 model primary schools, we worked with community members to renovate existing classrooms into suitable pre-primary classrooms. The classrooms are equipped with appropriate teaching and learning materials, facilities and child friendly designs. At the start of our strategy, the schools did not have particular classrooms for pre-primary school children. A common practice then in our programme schools was for these children to learn in the open, under trees or sharing space with older pupils in Standard 1. We have seen improved enrolments and attendance of children in the 11 schools. The numbers are even better in schools where School Committees and parents have initiated day feeding programmes. A trend is on course where those that have not yet initiated such programmes are starting to plan for it. The advent of these classrooms in all the programme districts is also emerging as a catalytic factor for LGA's support for HakiElimu's work in general and our ECE

support model in particular. A civic leader in Tabora had this to say about a completed pre-primary classroom at Uyui Primary School:

“The classroom is very attractive. I am sure the children will love being in it. Previously when HakiElimu called me for their meetings, I thought they were just disturbing me. But now I can see the changes their work can bring to my Ward. I promise to do my best to collaborate with my community to make sure our schools achieve more, especially for the children.” – Hadija Nkumba – Uyui Ward Councilor

Moreover, in the year we supported the training of Early Childhood Education teachers. One of the major problems we identified in our baseline survey, other researches and community dialogue forums was a skills gap for ECE teachers. In most cases, there are untrained individuals appointed by School Committees to teach pre-primary children, often on a voluntary basis. Through training opportunities offered by HakiElimu, a total of 22 pre-primary teachers were trained in pedagogy and on preparation of learning and teaching resources suitable for pre-primary children. We have noticed that more schools in the programme districts are working of their own volition to establish their own ECE classrooms and they are following the example and model of the 11 programme schools. For example, parents of Mugumu B in collaboration with their School Committee and teachers are constructing another classroom for pre-primary learners. There appears to be emerging correlations among factors such as greater public engagement, presence of active networks of Friends of Education, support by LGAs and education officials, effective school leadership and management and 'attraction' to appropriate designs for ECE classrooms in these developments.

d) Emergence of more effective School Committees

In 2013, we trained School Committee members from all 43-programme primary schools in the 11 programme districts. Our field monitoring of the work of the state of school committees found that across all programme schools, School Committees members now understand their roles and they are actively giving leadership in following up on school development projects on a regular basis. They are also more confident about their functions and through their growing effectiveness, more community members are taking part in the development activities of their schools. Some of the key results of the emergence of more effective School Committees in the programme schools that we noted this year are: improved school attendance and improved enrolment in pre-primary classes. In Ukerewe District for example, the average Net Enrolment Rate (NER) for pre-primary classes in the four programme primary schools (Murutanga, Nansole, Buzegwe and Nkilizya) has exponentially improved from a 42.4% low in 2012 to a high of 144% in August 2014. Also emerging from the improved capacities of trained School Committee members is a general trend of schools developing development plans and resource mobilisation strategies to implement them. An example of this positive progress is Nkilizya Primary School in Ukerewe District as summarized in the following vignette:

Case 1: Bold Steps by the Nkilizya Primary School Committee

After the training by HakiElimu, the Nkilizya Primary School Committee decided to explore alternative ways of meeting the pressing problems of the school. Raising the much needed, yet scarce funds to meet the development needs of their school had not been easy and they had often failed. They realised that while parents were willing to contribute, low household incomes were real and they were a major hindrance.

In collaboration with Friends of Education in the area, the School Committee started with what the school already had in plenty: Trees. Parents came together to identify and fell mature trees on the school compound and process timber out of them. Through this initiative, 65 desks were fabricated and a pressing need was met.

The School Committee also organised parents to break down rocks that are plenty on the school compound into building stones for sale. At Tsh 30,000 a load, Nkilizya Primary School is raising funds to meet its development needs through use of readily available resources.

Also, the school started farming sunflower and rozela. The first harvest has been done and will be sold to supplement school income.

Overall, in all schools, there is emerging a pattern of improved working relationships between head teachers and School Committee members as well among community members. Through regular and well led meetings, a consultative culture in problem solving, and a culture of transparency is gaining root in these schools, community confidence and determination to improve the quality of facilities and leading in their schools is rapidly emerging.

e) Friends of Education inspiring local action

One of the positive developments we have observed for the past two years is the increased acceptability by local stakeholders of networks of Friends of Education as key players in efforts to improve education performance in the districts. This development deepened especially in 2014 and it is significant for our strategy. The potential catalytic role of Friends of Education in helping galvanise communities and other stakeholders to play their roles more effectively, and to improve the quality of learning is central for the success of our strategy. The following vignette illustrates actions animated by inspired local networks of Friends of Education:

Case 2: Friends of Education in Musoma

Kigera Primary School in Musoma district is a relatively new school. It did not have an ECE unit at the time HakiElimu selected Musoma as one of its programme districts.

After a successful campaign by HakiElimu through community dialogue forums in the area, Friends of Education in Musoma spurred community action to establish one ECE unit at the school. They engaged the school management, School Committee and parents and as a result, the school identified one classroom to be renovated into an ECE unit in

the example of the one renovated by HakiElimu at Mwisenge A Primary School. The forms of community contributions included financial donations, provision of building material and providing labour.

Once the classroom was ready, parents went further to organize themselves to provide porridge for the children served once daily. This has helped improve attendance and children are able to stay longer for learning activities. With more children enrolling, a new problem of shortage of desks soon presented itself. The Friends of Education in Musoma continued to rally parents to work together to deal with the problem. As a problem not unique to the ECE unit but common among many schools in Musoma district, the network of Friends of Education have established a close working relationship with the area Member of Parliament to deal with the problem. Although not yet significantly addressed through this channel, this is an important step.

One distinguishing quality that is making Friends of Education in Musoma is their effective use of media – both mainstream and Social Media to engage with diverse education stakeholders in the district. For example, they have creatively used their Face Book page and blog, as well as regular participation as guests and panelists at a local regional radio station to amplify education issues in the district. Their media actions have prodded local political leaders to act in line with their mandates for education as seen in the response of the LGA in the area to construct modern sanitation facilities at Kigera Primary School after Friends of Education used media to expose the dire situation at the school.

Case 3: Friends of Education in Serengeti District

Friends of Education in Mugumu, Serengeti District started undertaking continuous School Monitoring and reporting using training and tools provided by HakiElimu. Their story is an example of the potential that exists among Friends of Education to play roles that HakiElimu may not be able to carry out effectively on its own. The fact that such monitoring does not have to rely on the designated HakiElimu District Coordinator makes it possible for Friends of Education in Mugumu to analyze information on such issues as school enrollment, attendance, trends in learning competencies, etc. and use findings as a reference point for community meetings and other actions. This is an approach we wish to build upon with other networks in the programme districts.

Friends of Education in Mugumu also continued to play a leading role in outreach to neighboring schools and communities to rally better working relationships among school administrators, school committees and parents to jointly address persistent issues affecting schools like absenteeism, shortage of desks, neglect for pre-primary education, poor facilities like toilets, teachers' houses, etc. Their outreach and community organizing led to the revival of the hitherto declining KIMKO community library and improvements of working relationships among Kambarage Primary School stakeholders where Friends of Education played a conciliatory role with the School Committee, parents and the school administration.

Currently the Friends of Education movement has 37,767 members. Out of these 13,179 (35%) are women and 23,435 (62%) male; 821 groups and 332 not indicated in their membership applications. The presence of more and active women in the movement is something that's crucial and we are working to increase their numbers. For example, this year sensitization meetings were held in Kigoma, Serengeti and Arusha targeting women groups to address the existing gap. Through this initiative, a total of 321 Friends were recruited - 174 (54%) of them being women and 132 were men. The remaining 15 were groups formed by citizens who wanted to be members of the movement as groups.

Given the gendered socio-cultural and economic settings of majority of households in Tanzania, we acknowledge how much it takes to have women actively participating actions like those pursued by the Friends of Education movement. Women's productive and reproductive roles in our context already place a huge toll. However, HakiElimu will continue to focus on recruiting and supporting more women to exercise their right to voice and play greater roles on effecting change in education and the quality of learning in their schools.

f) More effective media advocacy through an integrated media strategy

In 2014 we made a shift towards an integrated media campaign strategy. In this strategy we continued to avail multiple channels for citizens to access information as well as platforms to project their voices. Integration for us meant using both national and regional media outlets; employment of both traditional and new media – print, electronic, digital - and ensuring that each chosen media helped reinforce particular messages for both wider reach and gain from repetition and intensification. It also means funneling products from investigative journalism into diverse media presentations and formats in ways affirm the importance of both the message and the medium.

We also changed approach from buying more media (where we spent less money on non-prime time segments) to

buying less but more prime media segments. This shift enabled us reach wider audiences in a more targeted and efficient manner. The overall effect of an integrated media strategy is that we were able to reach a wider audience, build a stronger brand from our media productions that led to our earning of free airtime worth Tsh. 16 million from free-air offers of our much acclaimed Tafakari Time TV programme. The imperative for these offers was the edutainment quality of our programmes. The following highlights from to media campaigns we held in in 2014 illustrate the efficacy of our integrated media campaign strategy:

Case 4: Campaign on Poor Quality and Multiple Textbooks in Primary Schools

In 2014, HakiElimu organised a media campaign on poor quality and multiple, confusing textbooks in primary schools. This campaign was developed following a journalistic investigation, which was conducted in Kilwa District to assess the quality of textbooks. Our program also organized a textbook review session involving experienced teachers in various subjects. Both the survey and the review session revealed gross defects and inconsistencies in the content of textbooks in use in Primary Schools. Content in some books was misleading and there was great content variance from one book to another in the same subject and on similar topics.

Based on the findings, we developed 1 TV and radio spot portraying the confusion occasioned by the existence of multiple, inconsistent textbooks to both pupils and teachers. The TV and radio spot was broadcast at prime time on 1 nation-wide TV, 1 national radio station (RFA), 2 multi region radios (Clouds Fm and Radio 5) and 6 community radios. We also produced and broadcast a series of 4 Tafakari Time TV and radio programmes featuring officials from government institutions responsible for preparing and approving textbooks.

This campaign was also communicated through

our online platforms in order to expand its reach, visibility and attract feedback. As a result, it sparked heated debates and discussion with majority of the contributors critical of the Education Materials Approval Committees (EMAC) for approving poor quality textbooks to be used in schools. The issue was also taken by the print media and was reported extensively and repetitively over time.

The outcome of this campaign is that the government officially closed and moved the work of EMAC to the Tanzania Institute of Education (TIE). Although it is too early to judge whether this step will make a difference, we believe it was a positive first step towards addressing a persistent problem of lack of quality checks and control of textbooks in Tanzania. We will keep following on the developments.

Case 5: Taking a Stand on Early Childhood Education

In the campaign on Early Childhood Education (ECE), we developed and strategically communicated message through 2 TV and radio spots, a series of 4 TV and radio programmes, 1 documentary and Social Media. The media spots were broadcast for a total of 1,526 minutes of airtime in 1 national wide TV, 1 national radio station (RFA), 2 multi-regions radio stations (Clouds Fm and Radio 5) and 6 community radios. The spot was also uploaded on our Face Book page and was viewed by 136,300 fans and 33,120 others engaged with it via likes, comments and shares. We also produced and broadcast 3 Tafakari Time TV and radio programmes on one nationwide TV station (STAR TV) and 8 regional radio stations. As a result of the campaign on ECE, the government, during the annual Education Week, reiterated the importance of ECE and made a pledge promising to prioritize it in MoEVT plans, MKUKUTA and Tanzania Development Vision 2025. The government also earmarked for spending USD 94 million US to develop ECE in the country as a bid to improve literacy and numeracy skills (LENS). Through the LENS programme, which is expected to start in 2015, the government is set to construct

satellite classes in community areas in order to enable more school going age children to access pre-primary education. With this first step success, HakiElimu will continue to follow up and advocate for the effective implementation of this programme and the flow of capitation grants for pre-primary education.

g) Strategic engagement with key education stakeholders is bearing fruit

One of the major shifts of our approach in 2012 – 2016 is a move towards greater and closer collaboration with the state, political officials and public institutions involved in education at the local and national government levels. Whereas we continue to point out gaps, we have identified the need to explore and leverage the strategic advantages of these stakeholders to effect positive change and create more opportunities for quality learning and education to take root in Tanzania.

This year, our engagement with the Social Services Parliamentary Committee, individual supportive Members of Parliament, Opposition Parliamentary Coordination Unit and the Shadow Minister for Education enabled the germination of working relationships and partnerships through which HakiElimu shared evidence and insights on the challenges facing education in Tanzania and discussing what possibly needed to be done to improve quality and outcomes. These engagements enabled evidenced-backed debates to gain ground in Parliament and positively influencing government positions.

We also trained 60 councilors from 10 districts on expenditure management and performance. The aim of the training was to build the capacities of councilors to hold Local Government Authorities (LGAs) to account in relation to their duties to improve education standards in their respective district councils. From these engagements, we have noted a general positive trend in all the 11 programme districts of LGAs becoming more receptive to our work and that of members of the Friends of Education Movement in their areas. This is significant to HakiElimu as these

authorities are increasingly embracing a partnership ethos with our work unlike in previous years when they viewed our programmes as adversarial to their work.

h) HakiElimu's thought leadership continued to influence the education ecology

Over the years, HakiElimu has established itself as a thought leader on education challenges facing Tanzanian children and their communities. Through our research actions, we have been able to shape public discourses on what needs to be done to improve government accountability as well as options for improving the quality of learning in Tanzania.

We continued to build on this profile in 2014 and our research, analysis and media engagement helped build our effectiveness to influence policy priorities to address problems facing basic education in Tanzania.

For example, one of the seminal researches we conducted in 2014 was to answer the question: Are teachers teaching? The need for this research arose from a consultative meeting we convened in 2013 whose result was a concept paper that posed this question. It emerged from the meeting that there was very little knowledge about what goes on in classrooms, with most teachers tightly guarding whatever they are doing while teaching and reluctance to let others observe and share feedback on what they could do to improve on their practice. Findings from this research will inform our campaigns next year to link the quality of teaching with learning outcomes. The findings will also inform the design of experimental research to investigate the actual impact in learning outcomes of particular interventions in teaching processes.

The Shadow Minister for Education took up our research on the distribution of newly graduated teachers, which revealed inequalities, in her address to Parliament on the 2014/15-budget proposal of the Ministry of Education and Vocational Training (MoEVT). This resulted in government undertakings made before Parliament to address teacher shortages in affected regions through fiscal interventions in the same financial year. We will continue to monitor government fidelity to this undertaking in 2015.

We also continued with our leadership in promoting resource transparency and accountability in the budget process. We carried out budget analysis and published the 2014 HakiElimu Pre-Budget Statement entirely informed by evidence from our research. We used this statement to engage with the Social Welfare Parliamentary Committee and selected Members of Parliament from diverse parties, including the Official Opposition through the Shadow Minister of Education.

Among the issues we raised in the pre-budget statement included the need to restore teachers' morale by paying them outstanding emoluments, revamping school inspection through adequate budget allocation, investments in pre-primary education, addressing the inadequacy of capitation grants disbursed to schools and improving the ration of investments to recurrent expenditure in education.

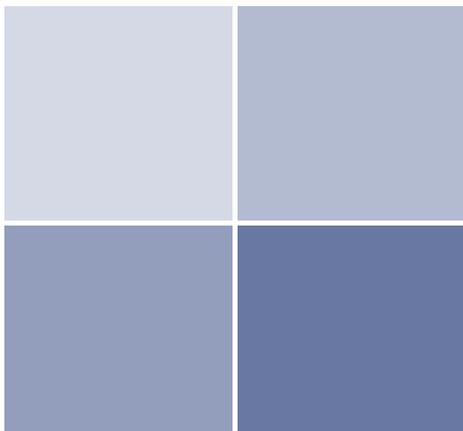
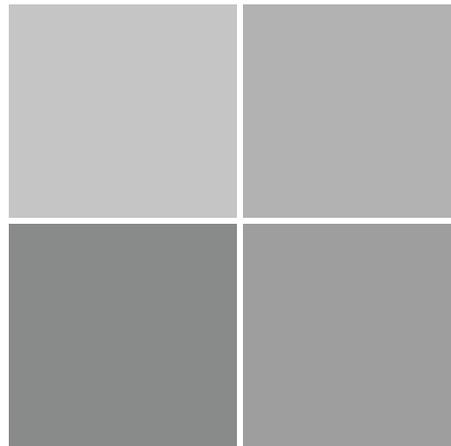
Just after the Ministry of Education and Vocational Training budget was presented to Parliament, we analysed its

implications in relation to the education sector challenges and held our annual 24 Hours Education Budget Response through a forum with 10 Members of Parliament and a press conference. We were able to generate massive media and public interest from this response. This action proved effective as over and above its influencing public and parliamentary debate, on June 16, 2014 the Prime Minister announced in Parliament that the government would establish a special mechanism to deal with teachers' problems, including outstanding salaries and benefits. The government also allocated money to procure more cars in the 2014/15 Financial Year to help strengthen school inspection at district level.

We also published six briefs covering diverse topics (teacher distribution; capitation grant flows to schools, the state of ECD in Tanzania, Status of Big Results Now in Education and government promises), all of which presented pioneering evidence that helped shape debate as well as our own understanding of what needed to be done.



Key Challenges in 2014



Besides our achievements, we also faced a number of strategic as well as operational challenges in 2014. Some of these challenges slightly affected implementation at various stages but none was too serious as to significantly compromise our progress and results. The key challenges our worked faced this year include the following:

Strategic Challenges

a) Implementation of the model schools idea derived a mixed bag of outcomes.

Our assumption during programme design was that a model school in a particular district or area would serve as an inspiration to surrounding schools and communities to adopt the approach and act of their own volition to improve their schools. Whereas this concept is being proven in most places, a prevalent and more pronounced trend that is emerging is that parents in 'non-model' schools are opting to transfer their children to the model schools for obvious reasons of perceived quick gains. In our assessment, this trend partially accounts for the increased enrollment and attendance in the programme schools. This reality has raised for us the need to ensure that our emphasis on demonstrating what works through the model schools concept does not fail to capture the public imagination and that we address in good time the danger of the very strategy aimed at catalysing change stunting it. The potential for this is real in some schools and communities, especially if model schools end up becoming 'easily available options' rather than the catalysts for change they are designed to be. Although there are no easy answers to this likely dilemma, in 2015 we must be more careful to tamper both our concentrated attention to programme schools without neglecting engagement formats aimed at encouraging communities to opt for improving their schools rather than abandoning them for ostensibly "easier choices" in the neighborhood.

b) Since we started implementing the current strategy, our relationship with the national government and LGAs has exponentially changed for the better.

Our work and objectives are better understood and HakiElimu is more able to access collaborations that were not possible in the past when our work was interpreted as adversarial wholesale by government and state agencies. While this is a positive development, which we will continue to nurture and develop, we must guard against implicit interpretations, particularly among state officials at district level and LGAs that our new approach is a replacement, even a subsidy to government and state obligations for education. The risk of being cornered into a service delivery box is real and we have identified the urgent need to communicate our approach more clearly and vigorously. To be able to do this, we must sharpen our ability to document what we are learning from our programme schools and districts and channel these lessons and examples as accountability driven and evidence-based advocacy actions.

c) Differences between the institutional setup of secondary schools and primary schools have resulted in our work mainly focusing on primary schools, particularly at the level of engagement with School Committees (their equivalent for secondary schools being School Boards).

A part from training of head teachers and helping establish student clubs, we have not delved much into programme secondary schools as much as we would have liked. In 2015, we will spend more time figuring out the best ways to increase our actions with secondary schools and overcome limitations imposed by their set up like reaching out to parents and Board members.

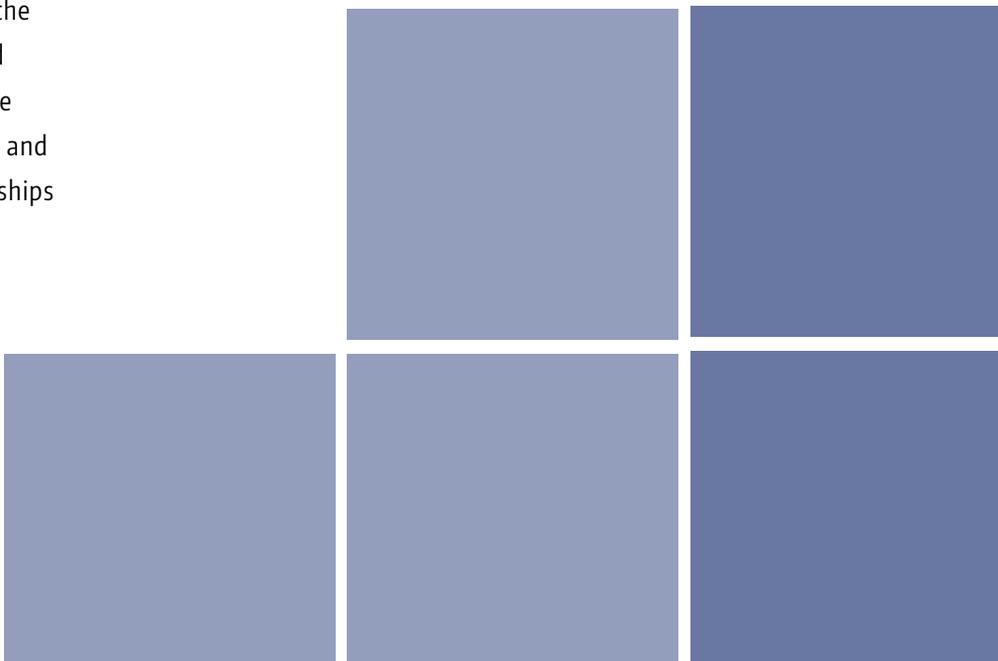
d) With the new approach and strategy came new demands on staff. Although we understood this right from the outset, the reality of staff workload implications became more vivid to us this year.

For example, use of a service delivery approach to demonstrate and help catalyse strategic results meant that staff had to take up new roles of overseeing construction projects while at the same time facilitating social engagement and political connections in the districts. Upon the same staff are responsibilities for monitoring and documentation, managing emerging relationships among stakeholders, implementing capacity

building interventions and dialogue forums as well as supporting the growth of the Friends of Education movement. These are huge demands and although we took steps to address them, the magnitude of responsibility facing staff meant that for example, programme staff spent too little time in the field to make it possible for them to comprehensively grasp the nuances of what is happening and to effectively document lessons. We have identified that this requires specific attention in 2015; particularly to ensure that implementation arrangements are aligned to our revised monitoring and evaluation framework as recommended in the Mid-Term Evaluation report.

Operational Challenges

The departure of key programme staff, particularly in the Media and Advocacy Unit at the start of the year occasioned delays in implementation and backlogs. We were however able to find replacements in time to ensure the integrity of our annual plan and by the end of the year, most planned activities for the year, barring those whose nature is recurring, were accomplished.



A photograph of three young children in a classroom. The child in the foreground is a young girl in a white shirt, looking towards the camera. Behind her, another child in a white shirt is holding up a blue abacus. To the right, a child in a green shirt is also visible. The background features a wall with a drawing of a fox and a butterfly. The text 'What we learned from our work' is overlaid in white on a dark grey background.

What we **learned** from our **work**

Community monitoring and voice on what is going on in programme schools is helping increase transparency and accountability and more prudent use of school resources.

2012 and 2013 were foundational years for our new strategy. We spent most of this time setting a strong basis for our work. In 2014, our actions started to take form and from them, we learned a number of lessons of what works. These lessons give us greater confidence and boldness in the remaining duration of our strategic plan.

We will look at what we have learned from the three areas of focus for 2014, i.e. promoting active community participation; improving school leadership and management; and improving teaching and learning in schools, with emphasis on pre-primary education.

a) Promoting active community participation

Our major learning is that greater transparency in schools; effective leadership and School Committees are central to activating community participation. We repetitively heard from parents in virtually all programme districts that a culture of opaqueness, both about school resources and needs had made them consider engagement with their schools pointless.

From well-moderated discussions at community dialogue forums, community members recounted that without a way of establishing the authenticity of calls by head teachers, school committees and even education officials to contribute towards school improvements, they had reason to doubt if those calls had been genuine in the first place. This was especially informed by a mix of experiences of non-accounting for past contributions, non-disclosure of monies received from government (capitation grants) and how they had been expended; assumptions that government had been fulfilling its policies and promises on education; and a poor record of execution of school projects.

Moreover, we heard that calls for community contribution to improve their schools were made as decrees rather than invitations to respectful deliberations on what the real needs were and exploration of ways of addressing them and roles.

Through our work of training head teachers and School Committees, we have seen that skilled school committees, consultative and democratic approaches and transparency on the state of school resources and gaps helped create trust and confidence among parents that their voices and contributions mattered and their efforts would be put to good use. School monitoring, driven by parents either as individuals or as Friends of Education helping stimulate and entrench accountability and a genuine sense of community ownership and power to direct the futures of their schools.

b) Improving school leadership and management

Previously, there had been an overall assumption that head teachers and School Committee members understood everything they needed to do to steer their schools effectively, and therefore their failures were inexcusable. What we found is that reliance on experience and goodwill alone was not adequate for these actors to fulfill their obligations effectively. What we have learned working with School Committees and head teachers is that there is a enormous need for comprehensive training head teachers and School Committees on knowledge and skills in areas such as leadership and management, managing conflicts, record keeping, entrepreneurship and creating an understanding of the laws and policies that define their roles in schools.

Skilled School Committee members are a prerequisite for improved school leadership and management. Through training 220 School Committee members from 21 primary schools on leadership and management skills, we have seen massive improvements in those schools in areas like record keeping, tracking of school performance, planning for school improvement projects, greater participation of community members in the life of their schools and uptake of school-based businesses to help shore up available resources for school improvement.

c) Improving teaching and learning in schools

Three key lessons we have learned from our efforts to ensure that children are in school and that they are learning are as follows:

- * The quality and appropriateness of the learning environment impacts attendance and interest of children to learn. We have seen this from the increase in enrolments in schools with model ECE classrooms and the learning achievements of children attending those classes.
- * Student clubs, availability of teaching and learning resources and presence of teachers exposed to diverse pedagogical skills helps improve the quality of learning and achievements by students. We have seen through drops with difficulties in basic reading, writing and numeracy skills in primary school classes across all programme schools.
- * When community members take a keener interest and participate in the affairs of their schools, improvements in the quality the learning environment and outcomes begin to take root. Examples we noted from our work include improvements in enrolment, attendance, competence and quality of school facilities. Perhaps the greatest development we are noticing is the clarity among communities that the education of their children is too important business to be left to the direction of the

government alone, hence taking more active and central roles to shape their schools and increase their capacities to offer effective learning opportunities to children. Community monitoring and voice on what is going on in programme schools is helping increase transparency and accountability and more prudent use of school resources.

d) Government response to community needs and demands

Government is responding positively but there are enormous practice shifts that need to be in place for expressed political support to translate into concrete results and improvements in learning outcomes. For example, although close work with MPS resulted in higher incidents and quality of debates in Parliament and push for accountability and systems that foster quality learning, concrete policy and institutional measures to address such issues as tardiness in disbursing full capitation grant allocations to schools, addressing inequalities in teachers' deployment, investments in pre-primary education, etc. are yet to be initiated in any auditable manner.





LOOKING
FORWARD

Based on our experiences in 2014, as well as recommendation of the mid-term evaluation, in 2015 we will undertake the following measures as a part of our Annual Plan:

- * Review and update our Monitoring and Evaluation Framework, specifically to integrate in it a sharper and more effective approach to documenting and presenting evidence from stories of change. We will emphasise learning and documenting what is working from our work and evidence in line with our approach of demonstrating results. We have been more oriented to 'doing stuff' and not learning enough from what we are doing. We must change this in 2015 and initiate more opportunities for shared learning and improve our capacity for documentation and presentation of evidence.

- * At the start of the 2015 Annual Plan, we have identified the need to come up with a concrete way of more effectively supporting Friends of Education networks nationally (beyond the programme districts). Friends of Education are crucial actors in rallying communities around what works beyond the spectrums of our HakiElimu's program now and in future. Our work in the past 3 years

has over concentrated on networks within the programme districts due to the sheer intensity but we cannot afford to lose traction with a movement we have helped build for the past decade and which holds immense potential to animate change in communities based on evidence of what works that's emerging from our work in the eleven districts.

- * We have not yet fully assessed and documented our work in respect to promoting learning out of school as envisaged by our mission. The community library approach that we are helping popularize is an important node towards this objective. However we have not yet systematically assessed their real effect. We have identified the need to do this assessment in 2015 to inform our work in this area with more concrete evidence.

ANNEX 1: DISTRICT PROFILES

1. Arusha Rural District

Arusha District Council is one of seven Local Authorities of the Arusha Region of Tanzania. According to the 2012 National Census, the district has a population of 315,173. The main economic activities by residents of the district are agriculture and livestock keeping.

Our program in the district focuses on four primary schools, namely: Umoja, Naurei, Engorika and Olosiva and 4 secondary schools, namely: Einot, Ngiresi, Mukulat and Olturumet.

Among the challenges facing public schools in the district include a shortage of qualified teachers, water services, lack of sanitation facilities, poor state of classrooms and inadequate learning and teaching resources. Also, the nomadic pastoralist lifestyle of Maasai communities in the district contributes to low enrolment and attendance rates of children in schools.

Among the major changes we have observed as a result of our work with stakeholders in the district include increased attendance of children in schools, a reduction in the number of children with difficulties in basic reading, writing and numeracy (from 226 in 2013 down to 72 in 2014) in the 4 primary school. There were also improvements in pre-primary enrolment as a result of availability of child-friendly classrooms and improved instruction methods by trained pre-school teachers. At Murutanga the numbers were from 90 to 156; Nansole 90 to 130; Buzegwe 100 to 129 and Nkilizya 98 to 128. Also, improved leadership and performance by School Committees led to an increase in parents' contribution and participation in school development. For example, at Umoja and Olosiva primary schools, parents provide food for all students while at Naurei Primary School; parents collaborate to provide food for pre-primary and Std.7 pupils to improve attendance.

At Umoja Primary School, collaboration between HakiElimu and the community saw the completion of a functional community library.

Bariadi is one of the 5 districts in the Simiyu Region of Tanzania. Bariadi has a population of 605,509 according to the 2012 National Census. Residents mainly practice a nomadic pastoralist economy. Periodic movement of families in search of

2. Bariadi District

pastures and water for their animals negatively affects enrolment and attendance rates.

HakiElimu's work in the district focuses on 4 primary schools, namely: Ibulyu, Gamondo A, Kidinda and Mahaha and 4 secondary schools.

Problems identified by the 2012 baseline study affecting schools in the district include poor attendance (exacerbated by the nomadic lifestyle of residents as well as prevalence of child marriages); poor state of school facilities, including lack of adequate sanitation facilities and low levels of interest and participation in school development activities.

Among the key changes from our work in Bariadi in 2014 is greater initiative and effectiveness of School Committees in encouraging and directing community support to resolve persisting issues, e.g. by building toilets, renovating classrooms, fabricating desks and more active involvement by parents to address low attendance.

3. Iramba District

Iramba is one of the 4 districts of the Singida Region of Tanzania. The population of Iramba is 236,282 (Tanzania National Census, 2012). The main economic activity of residents of the district is agriculture, with some livestock keeping. Our Program in Iramba District focuses on 4 primary schools, namely: Kizega, Tutu, Lulumba and Igumo and 4 secondary schools, namely

Among the key problems that faced schools in Iramba at the start of the program in 2012 included lack of cooperation among school stakeholders, leading to poor trends in school development. The key change we have noticed in Iramba is a shift of working relationships among school administrators, parents/community members, teachers and school committees. Effective school committees, made possible through training and support that HakiElimu offered has seen improvements in the readiness of parents to contribute towards school development. For example, At Kizega Primary School, parents have built a modern food store to prevent food wastage at the institution due to poor storage. This action has inspired similar steps at Tutu, Lulumba and Igumo primary schools.

In all the schools, School Committees worked with parents to improve their schools. At Kizega, parents raised funds to fabricate 98 new desks to deal with a persistent problem of inadequate desks in classrooms. At the school, and also at Lulumba and Igumo, school committees have established a poultry project to boost income needed for continuous school improvement. In all schools, parents worked together to make bricks and contribute money to purchase other items required for renovations or construction of required school facilities.

The Kizega School Committee also successfully built a partnership with an independent agency that sponsored the digging of a well close to the school compound to alleviate problems associated with water shortage

4. Kigoma Rural District

Kigoma Rural is one of the 7 districts of the Kigoma Region of Tanzania. It has a population of 2,127, 930, with residents practicing diverse livelihood and economic activities, key among them being fishing, agriculture, cattle rearing and tourism. The district has a total of 95 primary schools and 16 secondary schools. Total primary school enrolment for the district in 2014 was 50,058 students (25,008 boys and 25,050 girls) while that of secondary school was 5,309. 1,319 primary school teachers (764 male and 555 female) serve the primary schools in Kigoma Rural District. HakiElimu works with 5 primary schools in Kigoma, namely: Mkabogo, Ruhobe, Bigabiro, Kiganza, and Bitale; and 4 secondary schools, namely: Luiche, Kagongo, Bitale and Mkabogo. Among the key changes we have noted from our engagement with these schools include greater parental and community participation in helping improve school facilities (e.g. construction of 2 teachers' houses at Mkabogo Primary School, toilets for students at Kiganza and Bigabiro primary schools). On average, there is improvement in pre-primary enrollment, with a rise from 278 (2013) to 373 (2014). Collaboration between HakiElimu and community members also saw the completion of the Mkabogo community library in the year. However, problems with congested classrooms still persist compared to the national norm of 1:25. The ratios in the program schools in 2014 were as follows: Mkabogo (1:82); Bigabiro (1:76); Kiganza (1:56) and Bitale (1:104).

5. Kilosa District

Kilosa is one of the 6 districts of the Morogoro Region of Tanzania. It has a population of 438,175 as per the 2012 National Census. The collapse of the sisal industry in Tanzania significantly affected residents as they mainly practiced sisal farming for the district has 223 primary schools and 38 secondary schools. Of these, our program focuses on 8 schools: 4 Primary (Rudewa, Mvumi, Madoto and Mambegwa) and 4 Secondary (Chanzuru, Dendego, Kutukutu and Mazinyungu).

Among the changes we observed in 2014 in these schools include improved enrolment and attendance of pupils in all 4 primary schools: Rudewa (98%); Mvumi (89%); Mambegwa (77 %) and Madoto (77%). In all schools, there is also remarkable mastery of the 3Rs resulting from vibrant student clubs, more motivated teachers and improved access to learning and teaching resources. Also, in all the schools, there is increased interest by parents to participate in school development activities. This is noticed by a reported increase in attendance at school meetings and contributions (labor, time and material) towards school improvement projects. For example, parents made contributions and renovated a classroom at Rudewa Primary School while at Mambegwa Primary School; they constructed one teacher's house and commenced building a second one. School Committees in all the schools are more effective and confident in exercising their duties.

6. Kilwa District

Kilwa is one of the 6 districts of the Lindi Region of Tanzania. It has a population of 171, 850 (2012 Tanzania National Census). The main economic activities of Kilwa's residents include small-scale fishing, subsistence farming and some livestock keeping. HakiElimu's program in Kilwa District focuses on 4 primary schools namely: Masoko, Mnazi Mmoja, Singino, Njinjo and Kikanda.

Among the challenges facing schools in Kilwa District when the HakiElimu program strategy commenced in 2012 included ineffective School Committees, poor mastery of basic reading, writing and numeracy skills, little attention by parents to school development needs. We have noticed significant improvements in the quality of leadership and performance, as well as innovation in solving school problems. For example, in Masoko Primary School, the School Committee worked with parents to establish income generating activities to help bolster resources needed to deal with emerging problems. At Mnazi Mmoja Primary School, they have established a Makuti Project and in Singino, they have set up a water selling business to boost school income. At Njinjo and Kikanda Primary Schools, school committees and head teachers worked together to obtain funds from development agencies to improve the conditions of their schools. For example, such initiative saw Plan Africans drill a water borehole for the school at Kikanda Primary School received books worth Tshs. 2,780,000 from Songas following a request from the head teacher. These innovations are important as they responded to a real problem of low household incomes that contribute in to low capacities by parents to contribute to school projects whenever called upon.

7. Muleba District

Muleba District is among the 6 districts that form the Kagera Region of Tanzania. According to the 2012 Tanzania National Census, the population of the district is 386,828. The residents of the district practice diverse economic activities key among them being: farming, fishing, livestock rearing, mining and tourism.

HakiElimu's program schools in Muleba District include 4 primary schools namely: Kitunga, Kagondo, Rubungo and Bugasha and 4 secondary schools namely: Kishoju, Kagondo, Rutabo and Kaigara. The 2012 HakiElimu baseline study identified the following key challenges facing schools in the district: inadequate supply of teachers, poor state of school infrastructure, inadequate teaching and learning resources and lack of support from parents and community members. Among the key changes we observed in Muleba District in 2014 include improvements in mastery of the 3Rs and other subjects by students participating in student clubs in all program schools. The number of pupils who could not read or write reduced from 126 (2013) to 33 (2014). This is attributed to the vibrancy of students' clubs, increased support from teachers as well as improved access to learning and teaching resources in the program schools.

School Committee members at the school also evinced better organization and performance, leading to increased interest by parents to participate in efforts to improve their schools. At Kagondo A and Kitunga primary schools, parents resolved to contribute towards a feeding program for students to improve their experience in school. At Bugasha Primary School, parents resolved to contribute to construct a pre-primary classroom as a response to a dire situation where the school had only 6 classrooms for 468 pupils. A collaborative effort between HakiElimu and parents of Kitunga Primary School led to the renovation of one classroom into a high quality, child-friendly pre-primary school facility.

8. Musoma District

Musoma is one of the 5 districts that form the Mara Region of Tanzania. The district has a population of 108,242 according to the 2012 Tanzania National Census. The main economic activities in the district are fishing, nomadic pastoralism and farming. We work with 2 primary schools in Musoma, namely Mwisenge A and Mwisenge B.

The major problems facing schools in Musoma District include congestion in classrooms, poor attendance, low competency levels among pupils in the 3Rs, lack of emphasis on pre-primary education, ineffective school committees, low levels of parental involvement in school affairs, shortage of desks in schools.

9. Serengeti District

Serengeti is one of the 5 districts that form the Mara Region of Tanzania. It has a population of 176,609 according to the 2012 National Census. Its residents mainly practice nomadic pastoralism and some farming. Tourism is also a major economic activity in the district as it is the home of the world-famous Serengeti National Park.

We work with 4 primary schools, namely Kambarage, Tamkeri, Mugumu B and Mbalibali.

Among the major problems affecting these schools at the time the program started included poor attendance due to a nomadic economic lifestyle and prevalence of FGM, which affects especially girls; low competencies in basic reading, writing and numeracy, poor access to learning materials, lack of adequate sanitation facilities, congestion in classrooms and poor school management and community participation among others.

Among the key changes resulting from HakiElimu's engagement in this district include improvements in community participation in developing their schools. This is seen in the strong collaboration among parents, School Committees and head teachers to deal with problems like constructing toilets and providing 107 desks for pupils at Kambarage, collaboration, with the support of HakiElimu to complete renovations of a pre-primary class and building of a community library at Mugumu B Primary School.

10. Tabora Municipal District

Tabora Municipal District is one of the 7 districts that form the Tabora Region of Tanzania. According to the 2012 National Census, Tabora Municipal District has a population of 226,999.

There are 74 primary schools in the district with 48,317 pupils and 1026 teachers – a ratio of 1:47.

Our program in this district focuses on 4 primary schools, namely: Uyui, Kazima, Isike and Gongoni; and 4 secondary schools, namely: Itonjada, Chang'a, Fundikira and Kariakoo.

Among the major challenges facing education in the district include: poor distribution of teachers, poor attendance, low reading, writing and counting competencies, poor state of learning facilities, inadequate teaching and learning resources and poor participation of community members in developing their schools.

Among the key success from our work in Tabora is the renovation of a pre-primary classroom at Uyui Primary School, which helped catalyze community participation in school development. Among the early effects of this development is the initiation of a school-feeding program for the pre-primary children, which has improved enrolment and attendance.

11. Ukerewe District

Ukerewe is one of the 8 districts that make up the Mwanza Region of Tanzania. According to the 2012 National Census, Ukerewe has a population of 345,147. The major economic activities in Ukerewe are fishing and tourism.

Ukerewe District has 123 primary schools and 25 secondary schools. Out of these, HakiElimu works with 4 primary schools namely: Murutanga, Nansole, Buzegwe and Nkilizya and 4 secondary schools, namely: Bukanda, Namagondo, Bukindo and Bukongo.

Among the challenges affecting schools in Ukerewe identified in the 2012 baseline study include poor enrolment at pre-primary level, poor learning environment in schools due to poor state of facilities, poor community participation and ineffective School Committees. We observed positive changes in all these areas in 2014, with improvements in pre-primary enrolment and improved capacities and performance of trained School Committees. However political affiliations and differences among members of School Committees as well community members continued to spill into schools, hence impeding movements towards more effective relationships in the interest of schools and children.