



Acknowledgements

This handbook is a product of a critical review and analysis of HakiElimu annual and evaluation reports covering its ten years of organizational existence. The review and preparation of this document was done by Prof. John F. Kessy from Sokoine University of Agriculture, Morogoro. His contribution is highly appreciated. HakiElimu management team and staff under the leadership of Ms Elizabeth Missokia (ED) and Mr Charles Mtoi (M&E Officer) made inputs into the process of developing this handbook. The organization acknowledges the contribution of her staff to this achievement. Despite the contributions from various sources, the responsibility for this document rests with HakiElimu.

List of Abbreviations

CAG	Controller & Auditor General
CSOs	Civil Society Organizations
ED	Executive Director
FemAct	Feminist Activism Coalition
M&E	Monitoring and Evaluation
NPF	National Provident Fund
PEDP	Primary Education Development Plan
SAHRINGON	Southern Africa Human Rights NGO-Network
TEN/MET	Tanzania Educational Network/Mtandao wa Elimu Tanzania
TTU	Teacher's Trade Union
WECs	Ward Educational Committees

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1. HakiElimu in a Nutshell

HakiElimu means “education right” in Kiswahili, the national language of Tanzania. Founded in 2001, HakiElimu takes a human rights-based approach to education, emphasizing equity in both access and quality of education. HakiElimu’s strategy revolves around:

- Facilitating communities’ engagement in transforming schools and influencing policy making,
- Stimulating imaginative public dialogue, and
- Organizing for change.

HakiElimu conducts critical research, policy analysis, and advocacy and collaborates with a diverse set of partners and networks to advance common interests and social justice in Tanzania. HakiElimu’s activities are conceptualized and carried out by its four program units: Media, Information Access, Citizen Engagement, and Policy Analysis and Advocacy.

HakiElimu is widely recognized among the public due to an effective nationwide media campaign on democracy, quality, and governance in the education sector. Though based in Dar es Salaam, HakiElimu has mobilized a countrywide grassroots network of about 34,000 people through its movement known as *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 a campaign to address the lack of attention to education quality and lack of transparency and accountability in education governance. The campaign involved a three-pronged strategy:

- Research on the condition of schools; teachers’ welfare, and learning processes, analysis of education and budget policies;
- Awareness-raising through a variety of media on such themes as what makes a good school, and disability and education; and
- Engagement through mobilization of the countrywide Friends of Education network and advocacy with government officials.





A key component of this strategy was the use of popular media, including TV, radio, billboards, cartoons in newspapers, and various publications, to educate the public and foster debate on Tanzania's school system. HakiElimu's dramatic TV and radio spots on the delays in payment of teachers' salaries significantly raised public awareness. The organization also produced about 100 popular publications and distributed them widely, ultimately sending out 1.8 million copies to approximately 17,658,424 Friends of Education, CSOs, and individual Tanzanians

The government reacted strongly to the issues raised in HakiElimu's campaign by issuing an interdiction against HakiElimu in September 2005 and notifying all regional and local government authorities that the organization had been banned from all its activities in schools.

The national debate that ensued enhanced public awareness of the organization's campaign. HakiElimu continued its public campaign to improve education quality, while simultaneously indicating its willingness to engage with the government. A new government, elected in December 2005, started consulting HakiElimu on how to address problems in the education sector. The ban on HakiElimu was eventually lifted in August 2007. HakiElimu's campaign has contributed to some significant changes in the education sector:



- In January 2007 the government increased the minimum wage for teachers from 80,000 Tanzanian shillings (US\$ 60) to 100,000 Tanzanian shillings per month (US\$ 75).
- Since 2007 teachers have been getting their salaries before the end of the month and with fewer hassles.
- The number of teachers employed in primary schools increased from 135,013 in 2005 to 154,895 in 2008, while the number of government primary schools increased from 14,257 to 15,673 and secondary schools from 1,202 to 3,039.
- The teacher-student ratio in primary schools dropped from 1:56 in 2005 to 1:52 in 2006.
- Increased awareness about teachers' welfare and training and a more open debate over these issues. Teachers are speaking out more about their challenges and demanding their rights and the government is beginning to respond.

Although it is not possible to directly attribute all these changes to HakiElimu's campaign, there is a strong consensus among civil society organizations, education sector stakeholders, and even government officials that the organization played a critical role. After ten years of operation, this handbook documents in a summary form the major achievements and challenges of the organization

arranged on the basis of the existing Units within the organization.


2 Achievements and Challenges

2.1 Citizen Engagement Unit

Achievements:

- Governance in primary schools has been strengthened and democratized through re-formulation of school committees to include parents, pupils and marginalized members of the community as required by Government.
- Students and teachers associations have been strengthened to provide forums for educational dialogue.
- Through capacity building and support participatory planning processes have been facilitated via school committees.
- Networking and learning involving teachers and students at ward level were initiated and supported.
- A set of lessons and case studies on good practices and challenges to implementing PEDP have been documented by Ward Educational Committees (WECs), community facilitators, parents, pupils and teachers.

The Friends of Education Movement
Compiled Success Stories



Who are the Friends of Education?
Friends of Education Movement refers to initiatives of concerned citizens who are committed and want to make a difference in education and democracy within their communities and the country at large. It seeks to stimulate the engagement of citizens in endeavors to improve the education sector in Tanzania. HakiElimu envisions a Friends Movement which enables citizens, especially those in marginalized communities, to be better informed so that they can debate and organize themselves to bring positive changes in education and democracy.

Membership of the Movement is open to all citizens regardless of their gender, age, status, disabilities and other social differences. Friends can be teachers, students, parents, community members, government workers, development partners, religiousists, anyone who has an interest in improving the state of education in Tanzania today.

How does HakiElimu support the Friends of Education?
When people assume their responsibilities as active citizens with support from Development Partners, CSOs and the Government, they realize that solutions to their own problems lie within their communities. Citizens are the greatest and perhaps the most unrecognized resource for developing strategies to ensure meaningful participation towards poverty reduction. Education for All and the emphasis on girls education is central in any poverty reduction endeavor. It is only the people themselves who can bring change in a given community or country by putting pressure on their government and holding them to account.

HakiElimu launched the Friends of Education Movement in March 2003


with the intention of encouraging and strengthening citizens' participation for change. Since then HakiElimu has been facilitating Friends to be better informed, able to reflect, debate, organize, take action, and to hold authorities to account on matters related to education and democracy. Understanding the needs and demands of citizens towards bringing change in education and democracy, and by taking charge themselves, citizens are coming up with their own solutions to the people's problems.

How to become a Friend of Education
One can become a Friend of Education by completing a joining form at the back of the Friends of Education leaflet available at the HakiElimu office or on the website (www.hakielimu.org). Complete and return the form to our address:

Friends of Education, c/o HakiElimu, PO Box 79401, Dar es Salaam.

After receiving your joining form HakiElimu will register you, provide you with a membership card and send you an information pack of educational materials.

HakiElimu has trained Friends with skills to report events to the media, to arrange and facilitate public forums, to set up and manage local libraries and to monitor public funds.



- Government and HakiElimu staff collaborated on baseline research and sharing information.
- A participatory monitoring tool for local monitoring of policies and practices has been developed and tested in schools since 2005.
- More *Friends* are involved in monitoring budget expenditures and accountability at the local government and village levels.
- Culture of sharing information at community level has been promoted through usage of public notice boards, public forums, meetings, and community information volunteers
- 32 community libraries have been established and being managed by *Friends*
- Level of collaboration and networking among *Friends* and other CSOs have increased over the years.

Challenges:

- Policy guidelines and circulars do not reach the grassroots in time.
- Delays and inadequate capitation grant reaching the school level.
- How to increase membership of women and other disadvantaged groups
- Transparency and accountability was often resisted

- by some school leaders.
- Poor communication and support infrastructure in rural areas.
- Poor documentation and restricted access to information at district level.
- Limited follow-up support by districts after HakiElimu's initiatives
- A challenge to the use of the monitoring tool emerged during the government interdiction period but otherwise the use of the tools has continued.



2.2 Media Unit

Achievements:

- An important achievement for HakiElimu has been in the **use of media as a social tool** to reach millions of Tanzanian citizens and inform them of critical issues in their lives such as education. This potential had hardly been tapped before.
- HakiElimu developed and has sustained series of TV/radio broadcasts slots and cartoons to stimulate public debate on key education reforms. Emphasis has been on education and governance, access to information, procurement, disability, girls' right to education, inequality in education, education public budget, language of instruction and quality of education.
- The organization has annually conducted major and smaller media investigations throughout the country in order to raise the quality of investigative journalism and attract journalists to write stories around education issues. Findings are shared with the general public through various media. These have often sparked debate on key educational issues in the country. The initiative has seen education as one of hot topics that make news, and the coverage of education news has increased across all media houses.

- A total of 64 journalists have been supported by HakiElimu to carry out independent investigations and publish educational articles in local media
- A total of 139 journalists have been supported to undergo training in investigative journalism to raise their skills, improve their knowledge of education issues enabling them to effectively follow up on story tips, and undertake individual in-depth research about education issues.
- The organization systematically and regularly monitors local newspapers and identifies articles on issues of concern to the organization and the educational sector in Tanzania.
- Several documentaries based on activism of Friends of Education on Ukerewe, Moshi, Serengeti, and Kasulu just to name the few have been produced and broadcast in the local TV channels.

Challenges

- Defensive approach by the government based on messages shared through



media spots. At times the government criticized/overreacted to HakiElimu purporting that the situation revealed in HakiElimu spots is not true, or lacks patriotism

2.3 Information Access Unit

Achievements:

- HakiElimu's popular publications have become well known, discussed, enjoyed and contested across Tanzania.
- An innovative, low cost, illustrated poster style newsletter called *SautiElimu* has been developed and sustained. Three issues of the newsletter are produced annually, each focusing on a particular theme. An annual calendar containing educational messages and several popular publications are also produced.
- The HakiElimu website (www.hakielimu.org) was professionally developed and has been sustained. The challenge remains to regularly update it.
- HakiElimu has developed a remarkable number of strong partnerships and working links with local, national and international NGOs
- The *Friends of Education* Movement (*Friends*), was launched in March 2003, and has been maintained to date. As of 2010 a total of about 34,000



- 30 computers were supplied to three schools with pupils who have visual disabilities to also benefit from using ICT.

Challenges:

- Government interdiction in 2005 hampered the implementation of many activities in their final stages
- Effective documentation of Friends actions. It is not easy to monitor all 34,000 *Friends of Education* scattered all over Tanzania. HakiElimu has managed to monitor and document only few

initiatives of *Friends*.

- Inordinate increase in production costs for publications and media materials and services.
- *Friend of Education* movement has continued to heavily depend on HakiElimu as opposed to the original thinking that with time the movement should be independent.
- Ensuring that that more people with visual disabilities also have the opportunity to access and read HakiElimu publications
- Getting permission to reprint some government publications that are in demand.



2.4 Policy Analysis and Advocacy Unit

Achievements:

- A total of 40 policy position papers on various programmatic issues were written and disseminated by HakiElimu over the past ten years.
- Case studies on “Teachers’ Housing Conditions”, “Teacher-Parent Relationship”, “Teachers’ Welfare Conditions” and “The Teaching and Learning Environment” were undertaken by HakiElimu in collaboration with TTU and findings revealing that teachers’ living and working conditions are extremely poor undermining education goals in the country were published.
- A total of 61 working papers have been published and distributed by HakiElimu since 2001. Additionally, People and Policy debates also known as “breakfast talks” were initially introduced by HakiElimu in collaboration with NPF and Business Times. On average about eleven debates are conducted annually.
- The organization has engaged itself in strategic advocacy actions and coalitions with like-minded partners aimed to influence key government and donor decision-makers on issues of public accountability, transparency, resources allocation to communities and the need for open dialogue on educational matters.



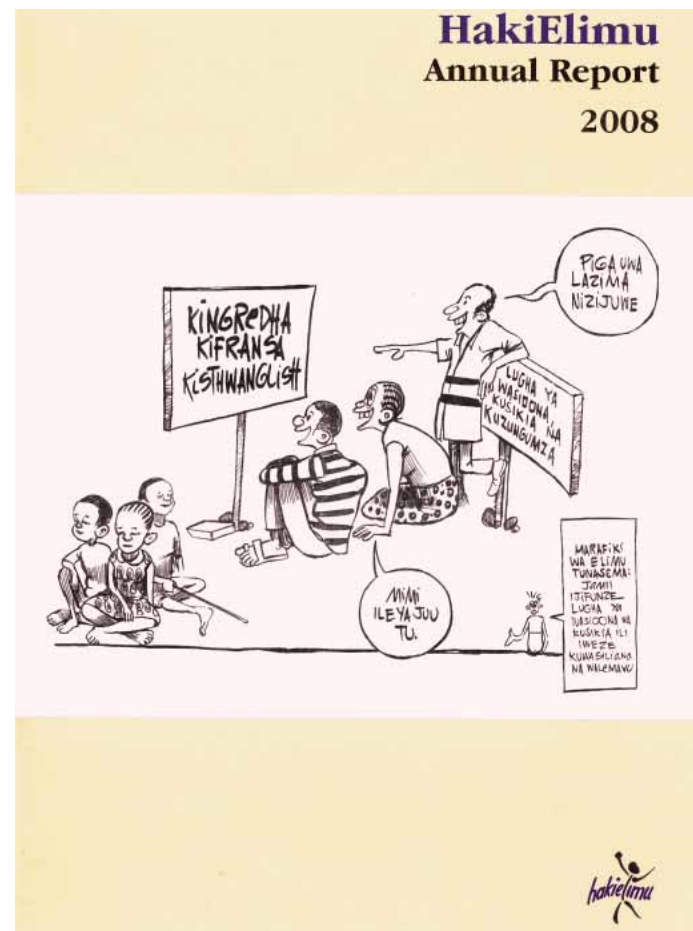
- The TEN/MET and HakiElimu coalition in 2006 helped develop an education priorities position paper while in the same year HakiElimu participated actively in gender-related and human rights work through the FemAct and SAHRINGON coalitions
- Various publications have been launched including two volumes of Mwalimu Nyerere's writings on education
- Key findings from six government reviews of PEDP were compiled, published as a single easy to access document in English and Swahili and disseminated.
- Short policy briefs on various education and governance issues have been regularly prepared and disseminated
- HakiElimu has conducted several analyses of the education budget and policy and produced publications for wider readership. These have increased public awareness on educational budgeting issues and generated public debate on the same.
- The Government used HakiElimu analysis of the CAG 2005/06 report in its 2007 Poverty and Human Development report citing HakiElimu's breakdown of questionable local government authority transactions for 2005/06 giving credibility to the organization's work.

Challenges:

- The distribution and follow-up activities of research papers so that they make an impact on policy making continued to be a challenge
- HakiElimu is producing large number of publications, on education, democracy, governance and human rights issues, nevertheless, demand is still high and funds are not enough.
- The task of working both within the system and independently outside of it may be increasingly difficult to sustain
- HakiElimu's work involves analysis of budget, policy and reports from the Ministry of Education and Vocational and the Ministry of Finance and Economic Affairs, but timely access to good quality information is one of the biggest challenges of the organization.
- Tanzania does not have access to Information Act. This is a challenge because CSOs lack legal back-up when they are denied access public information.
- The government not to follow their own data especially when HakiElimu uses them as it is like arguing with the government.

2.5 Organizational development

- Increased number of staff from 2 in September 2001 to 40 staff members by the end of 2010
- HakiElimu's Board continued to provide valuable leadership, guidance and support to the organization throughout
- A two-storey building located in Upanga, central Dar es Salaam was purchased, rehabilitated and maintained
- The HakiElimu office is well-equipped with adequate working facilities. All assets have been marked and recorded on a special register to ensure accountability
- Since 2003 the organization has established a systematic job-level and salary structure and an elaborate staff appraisal mechanism. Both are operational and regularly updated.
- Other systems documents including financial and administrative policies and procedures have been established and operationalized.
- A professional accounting package is in use.
- A monitoring and evaluation plan has been developed in 2008 and is being used as an orientation model for staff to assess the impact and results of work
- Young people are given opportunities annually



to serve as interns for periods of between one and six months, contributing to the work of the organization and learning valuable skills in the process

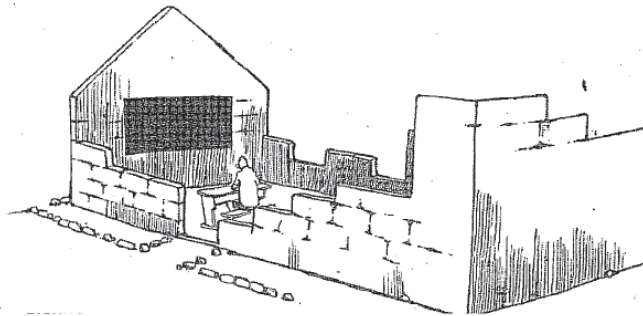
- HakiElimu has been providing organizational capacity building to their partner CSOs, especially in areas of finance, administration and budget work

2.6 Visionary leadership; the secret behind HakiElimu's success

It is said behind every successful man is a woman. Similarly, behind every vital organization is a visionary leadership one that is full of exciting and daring ideas. In the same vein HakiElimu owes its success to the daring ideas of its founders, a group of 13 activists who had unflinching trust in the ability of the people of Tanzania to effect change in the state of education and democracy in the country. Read a gist of their ideas about the state of education and what their vision is.

**KODU
YAZO
INAYOTUMIKA**

...Kati ya kiasi cha Tsh 20,000,000,
ni Tshs 5,000,000 tu ndio
zilitpelekwa Shule ya Sekondari ya
Herja kwa ajili ya ujenzi...



HakiElimu: Bringing a revolution to the education sector



When global social and economic changes led to Tanzania's abandonment of its politics of socialism in the 1980s, education became a commodity that poor people had no access to. Seeing this as a problem, a group of 13 Tanzanians set up HakiElimu. Elizabeth Missokia was one of them.

Currently the Executive Director of HakiElimu, Missokia says of the organization that its major aim is to ensure that all Tanzanians have access to education that encourages equality, creativity, critical thinking and democracy, in schools that respect humanity and promote human rights protection for all.

The past 10 years have seen HakiElimu do this in various ways including by conducting research and encouraging debate in the education sector.

"We have increased the level of public understanding about education through our approach of querying Government over its provision of education. However, because our work involves studies, we sometimes have a hard time accessing information from the Government and particularly the Ministry of Education. Even permission to conduct studies can be difficult to acquire. You can ask, but you may only get a reply after two months."

That said, for Missokia, HakiElimu's ultimate goal is to bring about a revolution in the education sector and to see Government become open enough to accept the criticism leveled against it and to start to take action.

"It is hard to criticize the Government as we do; it reached a stage where they told us to register ourselves as a political party or linked us to existing political parties, but we kept up the fight for better education for all," she says.

Keeping up the fight has meant being banned by the government at one point but for Missokia this too can be positively interpreted.

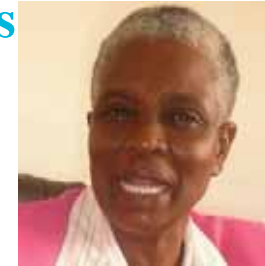
"Being banned from operating was also a big success because it showed that our voice reached whom it should. But we want people to be motivated to air their views. That

is why our slogan is 'Tafakari. Chukua hatua,' she stresses.

Biography

Elizabeth Missokia has a Bachelor's degree in sociology and an Community Economic Development. She previously worked with Care International, between 1996 to 2004, in the area of Basic Girls' Education. Afterward, she joined USAID in 2005 where she worked as Adviser a Gender and Programme Management Specialist.

Dr Qorro: Tireless Advocate for Kiswahili



HakiElimu's success in the last 10 years has not been fortuitous; it is the result of having efficient people with ambition to revolutionise the education sector.

Dr Martha Qorro, a lecturer at the University of Dar as Salaam is one of the founders of HakiElimu. It was her activism in fighting for Kiswahili to be used as the medium of instruction (MOI) in all levels of education that made her join the group of 13 members who in 2001 formed HakiElimu.

After her undergraduate studies she went to teach at a secondary in Karatu district. She realized the extreme difficulties that her pupils were having in following lessons that were conducted in English.

"Students couldn't use English, couldn't understand English, and couldn't understand what was taught," she says.

That is when she began doubting the wisdom of using English as MOI in a country whose national language is Kiswahili. Her doubts were vindicated after going for Masters studies in Wales in 1982 when her lecturers wondered why Africans still embraced the languages of their colonizers as MOI.

She was surprised that even Wales that was part of the UK used the Welsh as MOI!

Dr Qorro says the UK and other former colonial countries are fighting for the usage of their languages in their former colonies to continue exploiting them by selling goods such as books and other teaching tools in their languages to them.

“Hence the country’s education system is effectively used to promote and serve European interests,” she says sadly. She says English is a second language after Kiswahili; thus it is hard for students to understand what they are taught and to become creative.

“If we used Kiswahili, we could enable children to be creative. But, now they end up cramming to pass exams. That’s why our country doesn’t develop,” she says citing

the cases of Japan, Indonesia, Singapore, South and North Korea as well as China developed fast by using their respective languages.

“Mastery of English doesn’t mean better education. It is merely losing time that would otherwise be used to create or innovate things for development. The Japanese don’t know English but they are technologically very advanced,” she argues.

She says Tanzania by having its language that unifies its people as opposed to other African countries has great potential to develop.

“Language is an important resource, if we use it effectively, we will bring development,” she says.

“We must be patriotic, love our country and our language to bring true development in the country, she insists.

However, she explains that it is not that English and other foreign should not be taught at all, but should be taught only as other subjects like Geography or history, not as MOI. She reveals that what influenced her to join HakiElimu was the organisation’s advocacy for Kiswahili to be used as MOI.

“HakiElimu was established to motivate the public to participate in discussing and planning education matters,” she says.

“We realized the importance of having a civil society that would question the provision of education by the Government or private schools to ensure that students get quality education,” she explains.

“That HakiElimu is known all over the country and that is increased participation of people in education sector debates is an indicator of its success,” she says.

Regarding the future role of HakiElimu, she advises HakiElimu to strive reach more people through Friends of Education and push for more engagement of citizens in education to know the progress of their children in schools.

Bashiru Ally: HakiElimu’s 10 years of success



“Since its establishment, 10 years ago, HakiElimu has contributed a lot in advocating the people’s rights for education and democracy in the country”, says Bashiru Ally, a founder of the institution.

Bashiru says they established HakiElimu to motivate the public to build a strong education system that would enable getting accountable citizens with the knowledge and skills to effectively and efficiently contribute to nation building.

This would be based on transparency in monitoring and acquiring information, leaders’ accountability and protecting human rights...

Bashiru points out that HakiElimu is not a sponsoring organization. “Its vision is to build cooperation among all stakeholders in the country to encourage discussions for finding strategies for improving the education sector.”

“We believe that there is strength in unity. That is why we strive to build solidarity among stakeholders and Friends of Education. We discuss and take decisions together,” he reveals.

“We research on education development, assess policies and education budgets and exchange information,” he says noting that. HakiElimu sometimes collaborates with other including Government in implementing activities.

Bashiru says, “the organization is alive; and continues to grow. Education matters are debated at every community level.

“Currently, HakiElimu is one of the national forums for discussing democracy and education development in the country. Socially, we are recognize and valued by the public for what we do’ he notes adding that “HakiElimu has put the education quality and democracy issues on the national agenda.”

Moreover, HakiElimu has also built a treasure trove of information including research reports on education and democracy.

“This treasure for current and future generations,” he notes.

Regarding challenges Bashiru says the major one is the popular misconception about quality of education and democracy.

“Quality of education is misconstrued as passing of examinations instead of revolutionizing people’s thoughts and perspective. Democracy is also interpreted as virtual anarchy instead of meaning self-governance. . Selfishness has replaced patriotism”, he points out.

Consequently politics has become an obstacle to development instead of being a means for self governance. Accountability for political public leaders has plummeted due to personal greed and selfishness.”

In future, “We intend to strengthen solidarity between partners and Friends of Education. We have established a national forum for discussing the fate of education and democracy in the country” to answer difficult questions about the state of education and democracy in the country.

He reveals HakiElimu’s deep trust in the young people of this country who he says ‘are our main stakeholders’ whom HakiElimu “will continue to with in order to benefit from their talents and strength.”

Bashiru feels he has a 'duty to use my education for the benefits of my country (Tanzania).' The only weapon for this struggle against exploitation is to learn the history our country's struggle for independence.

"It was ordinary Tanzanians who fought against colonialism until independence achieved."

He says, "Even the current struggle to protect our independence and our humanity should be run by Tanzanians themselves. If we all play our part, we shall win." he concludes.

Biography

Bashiru Ally is a lecturer at the University of Dar es Salaam. He has given himself to fight for changes in the education sector. He is also member of HAKI ARDHI that seeks to protect the land rights for Tanzanians and also of Tanzania Gender Network (TGNP) to fight against gender discrimination.

Everyone has the right to quality education



One of the chronic problems that Tanzania education system encounters is lack of creativity among government officials responsible for education.

The recent form four examination results act as a perfect indicator of how the level of education in the country has continued to fall drastically while the government has continued to brag about the number of schools that it has built.

Another problem that the Tanzanian education sector encounters is a shortage of teachers who have been properly trained and who get proper attention from the government.

One of HakiElimu of board of directors, Dina Mmbaga, said the vision of HakiElimu is to make sure that every Tanzania child receives quality education in which schools will respect students' dignity and human rights while

creating equality, creativity, and democracy.

Ms Mmbaga, who has specialized in inclusive education which aims at resolving students and teachers problems in providing quality education, said the current situation suggests that education is provided on a class basis.

“Our aim is to make sure that every child gets their fundamental right of education. However there are some of children who a denied that right just because their parents are very poor to take them to school. That is why you can find some very young and energetic young men doing petty trade in the street. That is the sign of denial of right to education,” Ms Mmbaga said.

Speaking on the democracy, Ms Mmbaga said HakiElimu aims to make sure that every Tanzanian participates in the national education dialogue.

“We need quality education and not just education. Education is not only building classrooms but also looking at the needs of teachers,” she said.

Biography

Ms Mmbaga is a teacher by profession. She has worked at Msalato, Kibasila and Zanaki girls' secondary schools.

She also attended university where she graduated with a BA in Education. She went on to train teachers in various institutes such as Kleruu in Iringa and Chang'ombe in Dar es Salaam.

She then returned to university where she attained a Masters degree in Inclusive Education. Upon her graduation she worked for the Ministry of Education and Vocational Training.

After a brief spell at the Ministry, Ms Mmbaga quit her job and joined the University of Dar es Salaam as staff. Currently she is working as consultant and an education activist.

Apart from being member of HakiElimu's board of directors, Ms Mmbaga is the founder of various civil society organizations like the African Child Policy Forum and the Centre for School Improvement and Educational Innovation.

HakiElimu for restoring the quality of education



Ms Joaquine De Mello is the current HakiElimu's board chairperson. She has been phenomenal in offering her exemplary experience, knowledge and guidance to the work of the organization.

Regarding the work of the organization, she stresses the point that: "HakiElimu focuses on restoring the quality of education, which is increasingly missing in the education sector in recent years."

In implementing its activities, HakiElimu's relations with the government has never been smooth all the time, and the board chair, sees that as part of activism.

"Sometimes frictions and confrontations have helped the government improve its operations," she argues, and further says: "Our challenges are constructive because we have been advocating for implementation of government

policies, which sometime appear well articulated in writing than the actual practice".

She believes that if the government has managed to construct schools, then it is mandatory that it provides teaching and learning facilities, hire adequate and qualified teachers, improve their salaries and build houses for them. Ms Joaquine is proud of HakiElimu's contribution in the past 10 years. She adds: "I am pleased for the great job we have done so far, especially the in-depth researches for the purpose of ensuring there is improvement in the education sector".

Giving a hint about HakiElimu's work in future, she says: "The organization will continue working closely with people, and create more opportunities for more people's participation in improving the quality of education".

Biography

Ms Joaquine De-Mello is a human rights activist, devoting her expertise and time in the fight for the rights of disadvantaged groups, especially women and children.

She is a lawyer, also holds a masters degree in governance and international trade. Her expertise and experience has

been highly recognized by other institutions, and besides HakiElimu, she serves in top oversight bodies of the Tanganyika Law Society (TLS), and the Law School of Tanzania. Ms Joaquine is currently the Commissioner at the Commission of Human Rights and Good Governance.

Rusimbi: Activism is my life



While most people would rather walk away from the challenges that a life of activism entails, Ms Mary Rusimbi considers it life itself.

“It is about seeing something you like or dislike, and dedicating yourself to fight for or against it. I grew up in Nyerere’s time, just after independence, during the time of the Arusha declaration and studied adult education which was the beginning of my activism.”

According to Rusimbi, one of the founders of HakiElimu, to address injustice was the main reason that the organization was formed.

“The system of education at the time was one in which poor children were left behind. We thought that there was a need for us to be advocates for the interests of those who missed out on the chance at an education of a better quality,” she says.

At that time there were no civil societies dealing with education in the way that HakiElimu proposed to – by amongst other things, advocating for the involvement of parents and learners in education governance. “We started by volunteering,” she says, refuting allegations that most civil society organisations are set up to benefit from donor funds.

About what HakiElimu does, she says: “The task of civil society is not only to provide a service but also to make follow ups on the kind of education provided by the Government and we want increased citizen participation in the sector. For instance, if there are funds of US \$10 for every student in school, we will monitor what is happening in various areas which ought to receive the money to make sure that they get it.”

She considers Haki Elimu's work over the past 10 years of its operation successful citing how when the Government vowed to ban the organization; citizens were the first to defend it.

“During that period when you read newspapers and watched television, you saw how people spoke up in defense of HakiElimu. That is a sign that HakiElimu has won people's favour,” she says.

Biography

Mary Rusimbi acquired a degree in adult education from the University of Dar es Salaam in 1976, after which she went on to teach at the Adult Education Centre at Lumumba in Dar es Salaam. In 1983 she went to New Zealand for a masters in social education and later proceeded to acquire a certificate in gender development education. From 1988 to 1993, she worked for the Embassy of Canada as a gender expert and then in a similar capacity at the Embassy of Holland until 1997.

Aside from being one of HakiElimu's founders, she played a role in establishing the Tanzania Gender Network Programme (TGNP) in 1993 and went on to become the organisation's second executive director from 1997.

Jenerali Ulimwengu: 'Education is everything'



"HakiElimu was established to improve education in the country because despite government efforts to construct more schools, purchase more desks, increase the number of pupils, there is still need for civil societies to provide the Government with ideas on how to improve the education sector," says Jenerali Ulimwengu a co-founder of HakiElimu which has just turned 10.

Ulimwengu says since its establishment HakiElimu has contributed a lot in the development of education and democracy in the country.

"Education is not only about constructing classrooms; it is also about content. You can build a school without getting quality education. We must demand quality education from the Government," he says.

He recalls Government 's skepticism about HakiElimu in its formative years. HakiElimu has achieved much in the last decade Ulimwengu says.

"We neither construct schools nor buy desks. However, whenever you mention HakiElimu anywhere in the country, as are our education messages."

Moreover, there is greater public awareness about the challenges facing the education sector including teacher shortages, poor teacher emoluments, and so on than was the case 10 years ago. Furthermore, people have realized the importance of airing their views on important issues like corruption.

"Once the Government asked us what HakiElimu dealt with: was it education or democracy? We replied that education is more than democracy, education is everything," he recalls.

Initially, the Government found it difficult to accept messages from HakiElimu; even the public which was not yet sensitized could not understand them. "This was a big challenge," Ulimwengu recalls.

"For the public, which thinks that everything, including water services, land, education and health services, should be Government operated, it was hard to be perceived positively. That is why we had conflicts with the Government. Some leaders saw us as inciters," he notes.

Ulimwengu has high hopes for HakiElimu's future basing his trust in the Friends of Education who have supported HakiElimu to expand its impact across the country.

He suggests other community-involving strategies such as advising villagers to build community libraries and other learning infrastructures be introduced.

"We have already installed the roots; this was the difficult job. What is now required is to spread the roots to the citizens and make it theirs. HakiElimu should not be only Dar es Salaam-based; it should be separate in other parts of Tanzania," he advises.

Biography

Jenerali got his LLB from the University of Dar es Salaam in 1972 and joined the Daily News as journalist in the same year until 1974, when he was appointed district adviser in Shinyanga.

He subsequently joined the Pan African Movement in Algeria for 11 years before returning in 1986 to work with Chama cha Mapinduzi youth wing for one year before shifting to the Ministry of Youth Development as Director for youth and sports.

Between 1989 and 1993 he was District Commissioner for Hai, Ilala and Singida.

With other journalists they established a Habari Corporation which runs Rai, Mtanzania, The African and Dimba newspapers before quitting in 2007, to launch another paper called Raia Mwema which he currently operates with his partners.



Japhet Makongo: HakiElimu for good governance and accountability in education sector

“To change policies concerning the services provided by the Government, especially education, was crucial, thus why we decided to initiate HakiElimu” says Japhet Makongo, one of the founders of HakiElimu.

“From 1990 to 2000, the situation of education was a dilemma. The number of students enrolled in primary school was reducing; the number of students joined secondary level was also minimal,” he adds.

“The duty of HakiElimu is not to construct classes or buy desks. Building classrooms is not the only way of improving education. That is the Government’s responsibility, and HakiElimu is not there to intervene but advise the Government and monitor governance of available resources,” he says.

According to Mr Makongo, a success has been to involve

education stakeholders in processes of preparing education policies, contrary to previous years.

Following the involvement of stakeholders, there were changes whereby members of the public began taking part by giving their opinions in shaping education policies from the village level as opposed to previously whereby people had been waiting for the Government to decide.

“Apart from our accomplishments, we still have ambitions to do more in order to fulfill our slogan which is ‘Think about it, Take action.’”

Speaking about the future of HakiElimu, he recommends that the organization maintain building good governance and accountability in education sector.

He also suggests that it focus on the public by introducing groups in villages and neighborhoods for them to initiative like HakiElimu.

Through these groups, HakiElimu could build networks that would not lose the philosophy of the organization. “Every person is activist as he or she struggles to implement his or her duties. My activism came following my efforts to fight for my own rights and those of others.

What would you do when you see 80 children in one class then only one passes to secondary level, or a class of 40 female students but only two complete primary school education while the rest impregnated?" he asks.

Biography

Japhet Makongo was born in Musoma district, Mara region. He acquired a diploma in livestock at Uyole in Mbeya region and worked as livestock officer in Arusha region.

He later joined the Training Centre for Development Cooperation (TCDC) in Arusha, engaging in social development studies.

In 2000, he went to Denmark to complete a Masters degree in social development at Aalborg College.

Upon return to Tanzania, he met with his colleagues and initiated HakiElimu.

We want to bring back Nyerere's era education



Talking to Professor Marjorie Mbilinyi you could easily see elements of patriotism and activism in her. She is particularly saddened by the existence of social classes in the education system.

Being one of the founders of the HakiElimu, Prof Mbilinyi says that the aim of the organization was to bring back the image of the education system which existed during Nyerere's era.

"We want people to question the Government and ask themselves, why some children are sitting on the flow while other children are studying in good schools," she queries.

She sadly recalls the way education was provided the time before independence. "During that period, the education was provided according to social classes whereby white people were studying in high status schools, Indians in middle status schools, and Africans studied in lower status

schools and very few of them went beyond standard four". Prof Mbilinyi further explains that Mwalimu Nyerere, the first Tanzania's president removed the classes in the education sector and built up a new system which did not allow social classes.

All citizens got education of the same status from kindergarten up to the University; there were neither private schools nor English medium schools.

Free market allowed individuals to establish private schools, hence, education returned to be a business. And in this business, rich people managed to send their children to schools with high status while children from poor families were left in low quality schools, particularly government schools.

"This situation has made many poor Tanzanians to lag behind in education, affording no more than poor education for their children," she argues.

Prof Mbilinyi commends the Government for establishing Universal Primary Education and ward secondary schools which provide chances for the poor children to get education, however she cautions that the schools face big challenges.

Talking about one of the challenges, she says: "Ward schools have no dormitories; therefore, a parent is forced to rent a room for his or her child. For such an environment it is easy for girl students to get pregnant. A research in Kisarawe district revealed that there are students living as wife and husband".

Biography

Prof Mbilinyi is specialized in education, and had worked as a lecturer at the University of Dar es Salaam since 1973 to 2003. In 2004, she joined Tanzania Gender Network Programme (TGNP)

Tell the government the truth



Speaking about HakiElimu, you can't avoid mentioning Rakesh Rajani. He is quite familiar in Tanzania for the work he did at HakiElimu. Some people still believe that Mr Rajani currently works for HakiElimu. They are not quite wrong! He is one of the founding members of HakiElimu, and many people remember him as HakiElimu's first Executive Director from 2001 to 2007.

Mr Rajani is proud of the work he did at HakiElimu. "The major issue that I feel proud of at HakiElimu is making people aware of their rights in education. There was no openness in the past. We educated people over Government budget in education, challenges in the education sector and over time, the Government started to take us seriously."

Mr Rajani says that the work of the organization was not easily recognized by the government. "During the one party system, the government had been deciding for the

citizens; people were not involved in the Government plans; and HakiElimu openly questioned the Government, which was not easy," he says.

Delay of teachers' salaries was one of the challenges that HakiElimu wanted solved: "We did a study in collaboration with the Tanzania Teachers Union and showed the magnitude of the problem. Fortunately, the then finance minister, Zakhia Meghji, took our recommendations in addressing the problem," he says.

Mr Rajani is proud of HakiElimu's success and says: "If you need to know the successes of HakiElimu, ask the people. Every time I look at the work of HakiElimu, I smile, I know there are challenges, but the institution will further continue to improve the situation," he says.

Improved quality of education has been the dream of HakiElimu, and according to him, this has not been realized; and therefore he believes that a lot of effort is needed to get there!

About the challenges directed at the Government, he recalls the story of the king who only preferred to be praised even if he walked naked. He advises the Government to accept the criticism from the stakeholders because that was the way of improving the sector.

"The Government is supposed to be told the truth, even when President Jakaya Kikwete came to power he said he wanted people who could criticize the Government," he adds.

Biography

He is an activist and a writer, a founder of Kuleana, an orphanage center in Mwanza, a founding member of HakiElimu, first Executive Director of HakiElimu, and now the founder and Head of Twaweza.

Activism is part of his life. "I don't know how I will live without activism; I will stop activism when I am dead," he says.

3 Conclusion

As indicated earlier in this document, the quality of education in Tanzania is currently in a crisis. The Government has admitted this fact. And, in refreshing contrast to past practice when mostly empty promises were made, the Government is now taking concrete steps to address some of the challenges.

This is being observed through what the Government is committing itself to do instead of the usual promises. On different occasions and forums, various government officials have made commitments to address long standing challenges in the education sector such as the issue of inadequate in-service training for teachers, as well as their welfare, lack of laboratories, availability of electricity power in schools etc., thanks to efforts of HakiElimu.

Again, in marked contrast to past practice, the Government has this time around, publicly admitted that the quality of education has plummeted as indicated by the recently announced 2010 Form IV examination results were a 'national disaster' and that immediate steps have to be taken to address its causes..

It is encouraging to note that the efforts of HakiElimu are at long beginning to bear fruits, and that the Government is now taking the issues that HakiElimu has been advocating over the past 10 years more seriously.

Although these developments are commendable; there is still a long way to go to improve the quality of education for all the children of Tanzania.

Tafakari, Chukua Hatua