

PARTNERING TO MAKE BUDGETS WORK FOR THE PEOPLE

HakiElimu – Tanzania

HakiElimu means “right to education” 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: 1) facilitating communities’ engagement in transforming schools and influencing policy making, 2) stimulating imaginative public dialogue, and 3) 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.

As the key education-focused civil society organization in Tanzania, HakiElimu is widely recognized as one of the primary sources of information about education in the country. It has widespread name recognition 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 32,000 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.

Using Popular Media to Stimulate Public Debate and Advocate for Quality Education

From 2005 to 2007, HakiElimu 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: 1) research on school conditions, teachers’ welfare, and learning processes, and analysis of education and budget policies; 2) awareness-raising through a variety of media on such themes as what makes a good school, and disability and education; and 3) 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 radio spots on the delays in payment of teachers’ salaries significantly raised public awareness. The organization also

produced 44 popular publications and distributed them widely, ultimately sending out 1.8 million copies to approximately 24,000 Friends of Education, CSOs, and individual Tanzanians.



TANZANIA
Open Budget Index 2010
Overall Score: 45
Government provides some information to the public on how it manages public resources.

Availability of budget documents critical for effective public input:	
Pre-Budget Statement	No
Executive’s Budget Proposal	Yes
Citizens Budget	No
Enacted Budget	No
In-Year Reports	Yes
Mid-Year Review	No
Year-End Report	No
Audit Report	Yes
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The government reacted strongly to the issues raised in HakiElimu's campaign by issuing an interdict 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. This willingness was rewarded when a new government, elected in December 2005, started consulting HakiElimu on how to address problems in education. The ban on HakiElimu was eventually lifted in August 2007 by the prime minister.

HakiElimu's campaign 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 attribute all of these changes to HakiElimu's campaign directly, there is a strong consensus among civil society organizations, education sector stakeholders, and even government officials that the organization played a critical role. In fact, the former prime minister commented that his decision to lift the ban on HakiElimu was prompted by a conviction that HakiElimu was a serious civil society organization which carried out research and raised important education issues in the country. HakiElimu's campaign demonstrated the value of a multipronged strategy that incorporates sound research to provide evidence to support advocacy, broad efforts to educate and mobilize the public, and a willingness to work with the government on solutions and opportunities to do so. HakiElimu continues to use this approach in its ongoing efforts to improve education for all of Tanzania's children.

HakiElimu's Participation in the Partnership Initiative

The Partnership Initiative provides HakiElimu with the opportunity to better integrate budget work into its overall program strategy, which is centered on the following goal: Citizens are better informed, organized, and engaged to realize quality basic education for liberation and democracy. HakiElimu's budget approach to high-quality education focuses on three key areas: 1) getting priorities right, by elaborating a historic overview of the education budget so as to understand how resources have been allocated and advocate for the prioritization of key inputs in relation to quality, including teacher training, housing, and teaching and learning materials; 2) addressing inequalities, by understanding and estimating enrollment figures and other education statistics; and 3) reducing fund leakages, often due to corruption and mismanagement, in order to increase the likelihood that resources reach the intended beneficiaries. HakiElimu expects that their budget work will bring about increased public debate and government actions to improve the quality of teaching and learning.

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Plot 739, Mathuradas Street, P.O. Box 79401
Dar es Salaam, Tanzania
Tel: +255 22 2151852/3
Fax: +255 22 2152449
info@hakielimu.org
www.hakielimu.org

International Budget Partnership

Cape Town • Mexico City • Mumbai • Washington, D.C.
info@internationalbudget.org
www.internationalbudget.org

The IBP's Partnership Initiative is a collaborative effort that seeks to enhance the impact of civil society budget work in selected countries of Africa, Asia, and Latin America. The initiative strives to contribute to the development of sustainable institutions; to increase public access to timely, reliable, and useful information; to enhance the effective participation of civil society in policy and budget processes; and to establish a platform of good practices on which future generations of civil society can build.