

The *Friends of Education* Movement

Compiled Success Stories



2010 HakiElimu, Citizen Engagement Unit

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, researchers, 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, CSO's and the Government, they realise that solutions to their own problems lie within their communities. Citizens are the greatest and perhaps the most unrecognised resource for developing strategies to enable meaningful participation towards poverty reduction. Education for All and the emphasis on girls education is central in any poverty reduction endeavour. 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 problems they face.

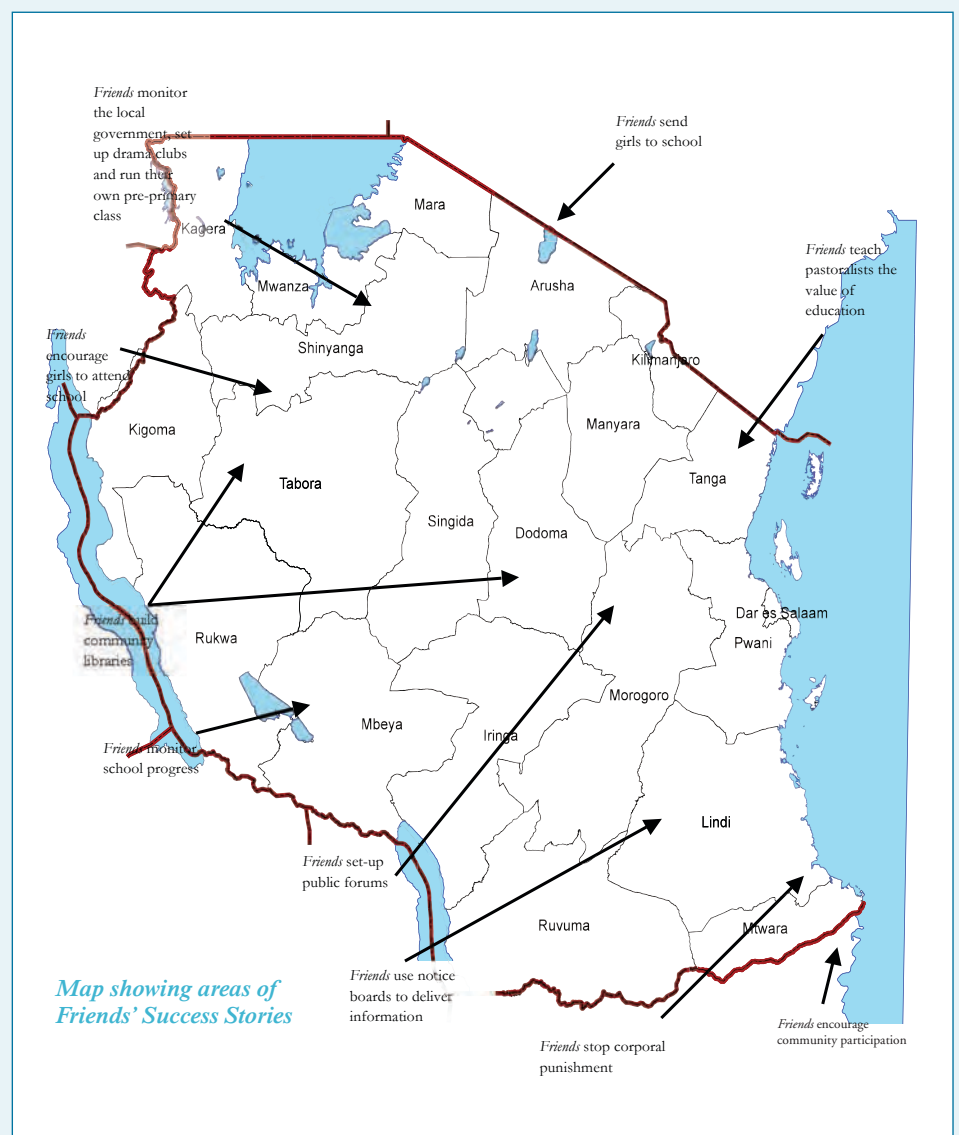
HakiElimu has trained *Friends* with skills to report events to the media, to arrange and facilitate public forums, to set up and manage local libraries and to monitor public funds.

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.



1 Building a community of educated girls in Serengeti



A girl after school hours in Machochwe

Serengeti is a district in Mara region dominated by the Kurya ethnic group. Residents here are mainly pastoralists, and as in many other Tanzanian pastoralist communities abide by local traditions. Unfortunately these traditions often undermine girls' access to education. Girls have to undergo female genital mutilation (FGM) and are married-off at a young age. This practice, alongside other customs, has denied girls access to education for decades. Many girls are married as soon as FGM is completed preventing them from attending school. Others lose so much blood due to lack of health facilities, they die. When HakiElimu started its work to enable citizens to bring positive changes in education through the *Friends of Education movement*, the issue of girls' education and campaigns against FGM were high on the agenda.

In Serengeti district HakiElimu trained *Friends of Education* with skills to write, report news and organize effective public forums to discuss pertinent issues in their communities. Immediately after the training these Friends assumed the role of being community information volunteers.

KIMKO is one group of *Friends* who benefited from this training. This group coordinates its activities in Machochwe ward in Serengeti. KIMKO is an acronym for three villages (Kitunguruma, Mbalibali, and Koleli) and was launched in 2003. KIMKO's vision is to see girls equitably and freely access education without any barriers.

The KIMKO villages had low performance in education, exacerbated by poor enrolments and high rate of drop-outs in primary and secondary schools. In one incidence, an investor approached the Village Government seeking a girl with secondary education to fill a post in his company. To the amazement, there was no-one in the whole ward who had acquired the necessary qualifications to fill the position. In the wake of this incidence, and after being informed that ordinary citizens can take a lead to improve their own development, four *Friends* formed KIMKO to transform the situation of girls.

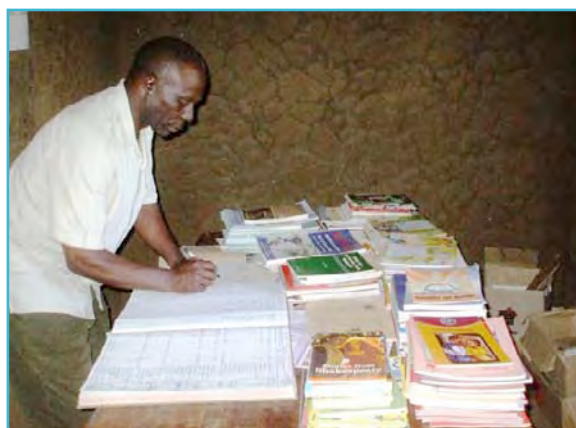
Through their own initiatives and with little support and guidance from HakiElimu and other stakeholders, the founder of KIMKO started a campaign in the three villages to address issues and customs that deny girls the right to education. Knowing that for change to occur there must be inclusion of the wider public, they mobilized people to realize the significance of educating girls. KIMKO members visited people in their homes, markets, streets, coffee bars and other public places in their campaign to create awareness. They discussed the benefits of sending their children to school. Through these discussions they learned that some parents were worried that men were marrying educated girls outside their ward and then moving to these areas. They realized that educating girls within Machochwe would prevent this from happening.

In these informal conversations KIMKO distributed various leaflets

and publications they had received from HakiElimu. Public forums were also conducted and local Government leaders invited. These provided opportunities for citizens to discuss issues concerning education and their community as a whole. Collaboration with Government has successfully contributed to KIMKO engagement, especially on addressing FGM.

In addition to the advocacy materials KIMKO receives from HakiElimu, particularly those reflecting the importance of girl's education and improved community governance, KIMKO have successfully mobilized resources from other organizations. Additionally, their own contributions have helped cover school expenses for girls from marginalized families. Furthermore, to ensure their communities are well informed, KIMKO has opened a community library to help influence change and inculcate a culture of reading, debating and taking action as responsive citizens.

Two years after KIMKO started their campaigns, 70% of girls who were already enrolled in primary school completed their education, compared to 40% before their work. On the back of this achievement, KIMKO launched a secondary school building campaign to raise the number of girls entering secondary school. In collaboration with community members and other stakeholders, two secondary schools have been built, one of which is proposed to be a high school.



KIMKO library in Serengeti

The girls' education campaign has expanded across the whole district and now there is one secondary school in every ward in Serengeti. However, secondary education, unlike primary education in Tanzania, is not free. Knowing the impediments of the cost of education, KIMKO has launched a trust fund for girls selected to go to secondary education, especially girls whose parents cannot afford such expenses. KIMKO mobilizes funds

from the community and as a result every girl who passes goes to secondary school despite the financial status of her parents/guardians.

“We used to have difficulties in filling chances left for girl students in previous years,

but thanks to the extensive sensitization work by KIMKO, awareness on the importance of education, girl students have increased. More girls join our secondary school”

Headmaster of Machochwe secondary school, Mr Epifany Isaya.

Another fundamental achievement of KIMKO's work is the reduction of FGM. When the anti-FGM campaign began it was shameful for a girl not to undergo FGM. Girls were proud of it and saw it is a necessary progression to adulthood and marriage. Now the situation has been reversed, and those who have undergone FGM are now loath to mention it.

2 A Friend of Education enables vulnerable children to access education in Kasulu Kigoma

Mussa Gunda joined the *Friends of Education* movement in 2003. He was then working in Singida region as a primary school teacher. He joined the *Movement* with the aim of instigating change in the management and delivery of education to marginalized groups of children.

a community library. Mussa tirelessly motivates school children to use the community library. He even rewards good users as a way of motivating other children to come to read and borrow books.

He also financially supports children in difficulties to help them achieve their educational dreams.

“I feel so bad seeing children of school-age not in school simply because of their parents poverty. I am ready to share the little I have through my meager salary to support these children to have at least some of the basic essentials for their schooling.”

“I currently help two secondary school children paying their school fees and other subscriptions. They couldn't have succeeded to go on with their studies without this support because their parents are poor. I am doing that as my own personal wish. I see many children have similar problems, but my capacity is limited to help them all. As a Friend of Education I feel obliged to help these children because I believe education can help them and their family escape from the cycle of poverty.”

Kigoma region is one of poorest regions in Tanzania. The education performance of this region lags behind many others. Enrolment, promotion, and the rate of completion of the school cycle are low. Such support coming from *Friends* has



great potential in awakening the spirit of change envisaged by many in the region and the country at large.

“Now I see more children coming to the library. Parents and teachers come too. The culture of reading is going up which is likely to elevate the performance of children in school.”

In addition a primary school teacher commented,

“This library has helped us to know more about policy issues. Our students also use it because it has relevant publications that we use in school as both text and references books. I wish all Friends of Education to come up with innovations of this nature. It will help us unfold some of the difficulties we have been facing for decades.”

3 Friends' voices encourage change in Ukerewe

Nampisi is a village in Ukerewe district, Mwanza region. In the 1970s it was almost demolished following the Government's Ujamaa policy which aimed to equip each village with basic social services such as schools, health centers and roads within proximity. Under the Ujamaa policy, villages unfit

for Ujamaa were to be demolished and communities forced to move to new planned Ujamaa villages. Nampisi was one such village.

After the failure of Ujamaa villages, the former residents of Nampisi decided to go back to their farms to start a new life. However, with their decision, ever

since the people of Nampisi have faced a shortage or absence of basic social services. There are no schools or health centres and the communication networks in terms of roads are dilapidated. Children are forced to walk long distances to schools. The situation is worse during the rainy season when the

youngest children cannot cross the rivers.

Mtaki Msaho is a *Friend of Education* who is leading a group of *Friends* to bring positive change to Nampisi in the delivery of education. He has managed to form a group of more than 30 *Friends* to address pertinent issues hindering their children's educational progress.

The group has organized meetings, including public forums with community members, to reflect, discuss and propose action to remedy the educational status of their community. As a result of these forums the Nampisi

group of *Friends* has set up a pre-primary class at a *Friends* house orienting their children from three to six years of age on the ways of formal school before they join primary schools. Moreover, they have established a community library that is used not only to spearhead the reading culture within the community, but also as a means of creating awareness among the community members on the importance of education. Mtaki, the chairman of Nampisi group of *Friends* commented,

“We did this as a first initiative since we are sure even if we

send our children to the existing schools they can't manage to walk that long distance, especially during the rainy season. Its 7km to and from school. We have used the public forum to discuss the possibility of constructing our own school and already found the area for that. HakiElimu has been animating us to take action, helped us with knowledge and skills to form strong groups and supported us to make our voices heard through media.”

4 Friends in a pastoralist society sensitize their community on the value of education

Isack Ndosi and Tippe Tippe are *Friends of Education* living in Simanjiro, Manyara region. They joined the *Movement* in 2007. Since then they have been active members pressing for change within their communities. Ndosi said,

“We saw HakiElimu publications and leaflets for joining the movement. We were impressed with the concept of the Friends of Education. We reflected on our situation, the situation of education in Simanjiro and realized there is a lot to be done. As knowledgeable people we knew we had a lot to contribute towards bringing change in education and democracy in this part of our country. We decided to fill in the form and join this big umbrella of Friends. Since then we have been receiving valued information about education and democracy. These have helped us so much to widen our level of understanding issues in education and democracy, hence our active involvement.”

The Maasai ethnic groups, dominant in Simanjiro, are pastoralists. They often use child labour in domesticating their livestock, and as nomads are not settled permanently in one place. School for their children is not a priority. With information from HakiElimu these two *Friends* have worked to help pastoralists understand the importance of educating their children with formal education.

After joining the *Friends of Education* movement, Ndosi and Tippe began many sensitization campaigns to change this attitude. In collaboration with teachers and village leaders they visited families and organized meetings with parents to discuss the importance of sending their children to school. Some of the parents remain adamant and continue to follow Maasai traditions; however others have changed and allowed their children to go to school.

Bulkay William (13) and Sekemu Siala (12) were among the victims of the pastoralist culture. Their parents preferred using them to keep livestock instead of joining

school. But Ndosi and Tippe became their liberators. When they approached these two children they quickly accepted and decided to go to school without the knowledge of their parents.

“When their parents realized what happened to their children they became furious and ordered the Makuriaga, a group of Maasai youth to punish the two children. The two kids endured the punishment but did not surrender. They stood firm in their decision till their parents agreed to let them continue with their studies. They quickly adapted to the school environment and now they know how to read and count. They are happy with school life” said Tippe.

This is the first step. The two *Friends*, in collaboration with local leaders and teachers, are currently involved in a campaign to sensitize Maasai parents to value education for girls which is still only given minor consideration.

5 Friends of Education urge for inclusive social accountability

In June and July 2009, a group of 12 *Friends of Education* from Ukerewe and Magu, in collaboration with HakiElimu and the Mwanza Policy Initiative (MPI), conducted a Social Accountability Monitoring (SAM) exercise. The aim was

to verify the efficiency and effectiveness of the delivery of basic services at the community level. HakiElimu, in collaboration with MPI and the Policy Forum trained *Friends* and other community members on how to

conduct SAM. It was carried out in four wards (two each in Ukerewe and Magu districts).

Findings showed that some projects revealed a high level of irresponsibility,



A nearly collapsing teachers' house at Fogofogo Primary School in Nyamikoma, Magu.

misuse or embezzlement of funds by those entrusted to foresee the projects. Some construction projects had already collapsed due to being built to substandard levels (see Figure 4).

Moreover, leaders were not accountable for their action, or inaction, because there were no project reports.

More astonishing, the *Friends* in Ukerewe discovered manipulation of figures in the district Medium-Term Expenditure Framework. A total of Tsh 450 million was set aside to build five teachers' houses. This figure meant that one house was estimated to cost Tsh 90 million. Government documents suggest one teacher's house should cost Tsh 7 million (URT, 2006). Community members are also expected to contribute, in cash or kind, to construct school buildings. One

wonders at this exaggerated figure and may ask the reasons behind this.

There has been a tendency for service providers and government leaders to hide information from the public with the pretence that it is confidential. Moreover, it has been the habit of some leaders especially at the local level to account their actions only to their superiors and not to the people they lead. This exercise by the *Friends* is the first constructive step towards developing a responsive society where every actor is accountable to the action s/he takes to the people s/he is leading. The participation of the *Friends* in this exercise paves the way towards fulfillment of people's constitutional rights. It is a practice that needs to be embraced by all citizens wherever they are.

6 Friends of Mvumi come together to raise awareness

In 2008, HakiElimu sought to organize individual *Friends* into groups. HakiElimu developed a manual on how to form groups with the aim to solidify their efforts to effectively engage at community level to influence change in education and democracy.

Friends from Mvumi village in Kilosa district were among those who responded quickly to this call. They immediately formed a group of 20 members, including teachers, farmers, students, local leaders and extension officers who addressed i) the need to expand the *Friends of Education* movement in their village and district at large; ii) sensitize community members to take charge in addressing issues impeding progress of education in their area; and iii) form a group to help members meet some of the school subscriptions.

In order to improve the level of understanding of key issues in education, the group opened a library to serve its members and other community members to understand education policy and other development matters. They also organized public forums to share knowledge and experiences.

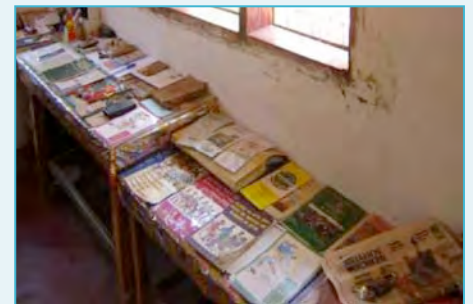
HakiElimu invited some members of this group to participate in regional and zonal *Friends* meetings to enable them to learn experiences from other groups. The Kilosa group has now grown to 81 members. It has also conducted more public forums and discussed various issues regarding education performance in the village.

These initiatives attracted the attention of neighboring villages who invited the group to set up the same practice in their communities. Even the District

Education Officer asked them to organize a public forum at the district level.



Reading Lounge



Mvumi Library

7 A Friend's efforts restore one girl's dreams to get education

Many children, especially girls, fail in their educational goals due to parents who do not understand the importance of education for girls. Some parents believe girls should remain home to do domestic chores and prepare themselves for marriage. Maombi of Kasulu in Kigoma region is one of the

many girls who nearly fell victim to such beliefs.

Maombi completed her primary education and was selected to join secondary school. But her parents refused to let her enroll. Anna Shadrack, a *Friend of Education*, came to her

rescue. She advised Maombi's mother on the importance of educating girls. The mother persisted even though Anna made it very clear that she was breaking the law and was liable to be taken to court.

She telephoned some of the brothers

of Maombi who were in Mwanza and informed them about their mother's intentions. One brother called the mother and persuaded her to change her mind. Maombi was allowed to join the school. Anna explains her actions,

“I feel ashamed of the status of women in our society. They are backward and overstretched by life due to many undermining factors including male chauvinism. Here is a woman trying to obstruct change in society. I understand it is only education that will help to emancipate women from being marginalized. I stand to work tirelessly to fight for women's rights and for girl's education.”

One of the motives behind the establishment of the *Friends of Education* Movement is to motivate people to participate in bringing about changes in mind-sets for improved education and governance. HakiElimu supports *Friends* to understand education policy and guidelines to raise the level of awareness and abilities to question and seek clarifications on existing anomalies. HakiElimu sends Anna Shadrack publications so she can understand policies and basic human rights. Kigoma remains a poor and underdeveloped area. Women participating in key societal issues are minimal due to many girls missing out education. Education to women is crucial to the development of any society impacting on many development



Anna with Maombi

indicators such as improved health care, improved life expectancy, proper care of family, improved economic gains, and birth control amongst others.

8 Using notice boards to spread information

Helina Milka is a primary school teacher and a *Friend of Education* from Mhumve Kidatu in Kilosa district.. She joined the *Friends of Education* Movement in 2007 after being motivated by the work of *Friends* elsewhere in the country. Helina was disappointed in the irresponsibility and poor turn-out of her fellow citizens for development activities. She wanted to see everyone taking part to improve education standards.

She reflected on why there was poor involvement of citizens and discovered that it was a result of the existing bureaucracy and poor sharing of important information to people.

“These people ought to know the plan, the budget, the amount of money received by the school, progress reports including expenditure of their resources. They need to know if there is any change happening in the school

and the community and so be encouraged to play a part in plans as joint owners of the school. Failure to provide people with information has escalated to our dismay and neglect” she bemoaned.

Knowing the problem she approached HakiElimu to help with funds to enable her to construct a notice board as a tool to help communicate important information to the public. Different to other public notice boards, Helina erected her notice board close to the road and at a distance from the school buildings because **“Some people feel shy to come to school to read information pinned on school notice boards. Therefore I thought of a different location where everyone will access without fear”** she said.

People now flock to this notice board where they are able to read reports

including income and expenditure of the capitation fund, examination and attendance reports, and much more information regarding the school's performance. The local government is also allowed to use the notice board for announcements important for the community. A member of the community said, **“This notice board has given us the chance to know what is going on at our school. Actually it has drawn us close to the school. Now where we see elements of ambiguity we are able to question. We commend the good job done by this teacher who is a Friend of Education.”**

Many society members, including parents, do not participate in activities designed for improving the quality of education. They do not participate because they are not given enough information to keep track of what is going on at school. Helina has shown a way.

9 Enabling pupils to voice their concerns

The Ministry of Education and Vocational Training recognize the importance of student voices in the decision-making process. Thus every secondary school has a school council or committee, a bazara, where the school management

can hear how students feel about the development of their school.

However, many school management teams are reluctant to provide this opportunity for students to speak. As

a result students concerns are not listened to and in some schools this has created conflict and apathy. Examples of issues where students need to air their concerns are cases of forced sexual relations, student time spent

doing domestic chores of their teachers, student and teacher absenteeism or unbearable corporal punishment. In these instances it is only the students themselves who can speak on their own behalf. Thus they must be given the opportunity to speak out.

Vedastus Mkama is a *Friend of Education* in Ukerewe district who noted this problem and devised a simple model to enable the voice of students to be heard, not only by the school management, but also by parents and community members. Using 'Theatre Art Skills for Development' taught by HakiElimu, he formed TOTOs club. TOTOs clubs train students in drama and poem or song writing and performing. A theme is selected e.g. truancy, class performance or HIV/AIDS and the issue performed before the public to share their message.

After the show the club members ask the viewers whether the presented theme exists in their community. They

ask why and what should be done to remove the problem. In this way they involve the viewers in constructive debates which ends with a proposition for the way forward. In the school where this has been introduced, the platform has also been used by the authorities to finalise agendas for the local government and school committee meetings.

“When I completed the training on the use of theatre arts skills for development I approached the head teacher of Bulamba School, introduced the idea and he accepted. I was given time to form and train the group which now has potential for school and community dialogue on sensitive issues” said Vedastus. **“Many thanks to HakiElimu who trained me and made me gain these skills. They also trained me to search, document and share information at community**

level. I am now a community information volunteer. This has added value to the contribution I make in my community”

As a result of his pro-active behaviour, Vedastus was chosen as a councilor of the ward.

At Bulamba primary school where Mkama introduced the TOTOs club, some parents were motivated to make desks for students following the drama performed by the students showing the difficulties they were having with no desks. They have also addressed the issue of insufficient teachers and the community has started to address the problem of teachers' houses.

“TOTOs club has helped us to raise student attendance from 50% in 2006 to more than 90% today Students are motivated by the performance of this group” said a teacher at the school.

10 Friends end corporal punishment in schools

Ahmad Mohamed is a *Friend* from Mtonga in Kilwa. At his local primary school he heard that one teacher had a habit of doling out severe punishments to first grade students. These punishments instilled fear in the students resulting in them skipping classes to the detriment of their academic development. Ahmad discovered that more than 16 students were affected.

Ahmad decided to take action. He leafed through the HakiElimu publications he had been sent as a *Friend of Education*, to find strategies that would help address the problem. The book “Nidhamu bila

viboko” provided a lot of information that would enable him to offer advice to the teacher. He also spoke to the affected students to get more insight on the problem.

Ahmad spoke to the teacher and explained the damage caused by the punishments this teacher was giving. He used the ideas in “Nidhamu bila viboko” to explain alternative strategies that can be used to correct discipline. Ahmad also spoke to the head teacher in the hope that the head would motivate other teachers to stop using corporal punishment. He also gave him a copy of the book.

Some teachers thought Ahmed was interfering in their work, and when the head teacher insisted that corporal punishment must stop, some teachers even boycotted monitoring students' progress. But with continued awareness raising of the teachers and collaboration with the head teacher, corporal punishment has come to an end.

Now Masoko Primary School does not give corporal punishment unless there is special permission from the head teacher. Student absenteeism has declined and their academic performance has improved.

11 Monitoring for change

A secondary school in Sumbawanga, Rukwa Region was facing many problems because of bad leadership. Resources were misused by the school leaders especially the head teacher. Students were made to pay contributions without being given receipts. Incidences of severe punishment were common

with one student being beaten so badly she collapsed. Other students were regularly made to leave classes without good reason. This led to a massive reduction in the students' academic development and many became discouraged to continue with school.

Alex Mpassa decided to investigate to get to the bottom of what was happening. He visited the head teacher twice, but on both occasions the head was very uncooperative. So Alex decided to go to the top levels. He met with the Sumbawanga District Education Officer and wrote a letter to the Council Director.

The director formed a committee to investigate the matter. The committee questioned students, teachers and citizens about the various problems at the school.

Monitoring the development of schools is not customary among most Tanzanian

citizens. Alex was often disregarded and ridiculed when he sought assistance or cooperation from others. Even his sibling was threatened with expulsion from school because of the actions Alex was taking. Monitoring was also expensive for him.

Still Alex was not deterred. He sought advice from the *Friends of Education* and other citizens who showed concern. Through his bravery and perseverance students can now go to this school without fear of being beaten, and money and resources are now being used to improve the school for the benefit of the students.

12 Thirst for change

Citizen participation in education in southern Tanzania tends to be low. Programs and projects implemented by the Government and various stakeholders are delayed. One reason for these failings is lack of awareness and information that would enable citizens to participate.

Mussa Kamtande from Masasi is a *Friend of Education* who is annoyed with this situation. He has been wondering as to why even though the policies, plans and laws are the same, southern Tanzania is under-developed. Musa observed his community and saw that poor participation resulting in poor community development is caused by a lack of available information and poor awareness. Mussa decided to wake up the community, to improve their levels of participation and as a result rapidly achieve development.

Mussa joined the *Friends* Movement in 2003 after reading some HakiElimu publications. He was attracted by HakiElimu's goals which mirrored his own thirst to see his community participate fully in bringing about development. Membership in the movement enabled him to receive various publications and participate in

various *Friends* meetings where he found the knowledge and courage to begin.

He uses several methods to educate, encourage participation and promote development among his community. He uses meetings with various education stakeholders including teachers, students and citizens, to discuss problems and find solutions. These meetings also educate citizens on the benefits of participation in managing their own development as well as getting them accustomed to seeking and using information. The results of these discussions are then submitted to various levels of leadership and to the whole community for implementation.

Media is an important medium to convey messages because it quickly reaches many people. Mussa uses radio to convey messages. On radio station Pride FM, Mussa motivates his community to participate in their own development. He also writes 'letters to the editor' to comment and address problems and challenges.

This *Friend* also encourages more people to join the *Friends of Education Movement* or other citizens groups. This ensures that citizens bring together their strengths

to improve their lives and bring about true democracy. One of these groups is the Education and Environment Group [WEMA] at Mkalapo Village. This group fights poverty by investing in education and ensuring that the environment becomes clean, since the environment cannot be separated from life.

In collaboration with WEMA, Mussa established a community library which was officially opened on 11 July 2009 and attended by representatives from HakiElimu, Local Government, primary and secondary schools and various stakeholders. The library started with a collection of 550 publications, including many from HakiElimu. Mkalapo community is profiting a lot from this library since the number of students and youths who are roaming aimlessly has greatly been reduced because many use most of their time visiting WEMA library.

The efforts of this *Friend* have begun to bring positive results. This teaches us that every person has a duty and right to use their capabilities, willingness, power and talent in helping his/her community develop. Hurry then, let every citizen wake up and start taking this challenge and participate fully in bringing development to their community.



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