

# Promoting Quality Education Through Progressive Domestic Resource Mobilisation Project

National and District Level Launch Report



25<sup>th</sup> Feb, 2016 – Dar-es-Salaam

1<sup>st</sup> March 2016 – Kilwa District

4<sup>th</sup> March 2016 – Singida District

## Table of Contents

### **Part 1: National Level Launch**

Introduction	3
Opening	3
Proceedings of the event	3
1.1 Presentation from Ministry of education	4
1.2 Presentation from Legal and Human Rights Center	5
1.3 Presentation from Tanzania Tax Justice Coalition	6
1.4 Discussion	7
1.5 Project Brief Presentation	8
1.6. Speech from Norway Ambassador	9
1.7 Signing of MOU	10

### **Part 2: Launch Event in Kilwa District** **11**

Introduction & objectives	11
<b>Proceedings of event</b>	<b>12</b>
2.1 Opening Speech	12
2.2 Presentation from Education Officer	12
2.3 Discussion	14
2.4 Tax Discussion	16

### **Part 3: Launch Event in Singida District** **18**

Introduction& objective	18
Opening	18
Education Presentation	18
Discussion	20

## Background

ActionAid Tanzania is implementing a three years education program (2015-2017) titled *Promoting Quality Education Through Domestic Resource Mobilisation* funded by NORAD. The main objective of the project is to improve the quality of public education for all children through enhanced domestic resource mobilization. Among of key project intervention was to conduct a launch at National and District level to introduce the project to education stakeholders.

## National Launch Event

On 25<sup>th</sup> February 2016, ActionAid Tanzania organized a National level launch event which took place at SeaScape Hotel in Dar-Es-Salaam and brought together over eighty(80) different education stakeholders from the Government, Tanzania Revenue Authority, Curriculum developers, National and International NGOs, Implementing partners-Tanzania Education Network(TEN/MET), Mtinko Education Development Organisation(MEDO), Kilwa NGO's Network(KINGONET), Education Specialists from University of Dar-es-Salaam and Open University, District Education representatives from Kilwa & Singida as well as Media.

## Objectives:

- To enable stakeholders reflect and deliberate on education situation in Public Primary Schools and the importance of tax in the provision of quality education as human right.
- To establish the project National Advisory Committee.

## PROCEEDINGS OF THE EVENT

### 1. Opening:

Dr Azaveli Lwaitama did an official opening on behalf of AATZ Board Chairperson Mrs Marry Msemwa where he started by appreciating all participants for their readiness to participate in the event.

He asserted to the participants that all children have the right to get quality basic education as a basic right and for this to succeed it needs a lot of investments. He further advised participants to effectively engage in the discussion and generate recommendations that will enable the government to effectively collect revenues to finance education.



## 2. Speech from AATZ Ag. Country Director- Mr.Josaphat Mshighati.

On behalf of ActionAid Tanzania Country Director, he provided a short presentation on ActionAid's work in education sector for previous ten years where it was focusing on improving access to education for rural poor communities.

According to Mr Mshighati, during this period ActionAid supported building of 297 classrooms (13,365 pupils benefited), 9 hostels for girls (Tandahimba, Makata) purchase of 5662 desks and basic training to 193 school management committees.

He further informed participants that, despite of all those initiatives the challenges in education sector were still continuing hence ActionAid Tanzania invited stakeholders to discuss why the problem is still persisting. As a result of the discussion they designed a project in cooperation with Kilwa NGO Network, TEN/MET and MEDO and proposed it to the Norwegian Government where they were provided with funds for implementing a three years education project.



## 3. Presentation from the Ministry of Education - by Mr Kalistus Chonya- Policy Officer

### *How Education is accommodated as a right in policy and legal framework?*

Mr Chonya's presentation focused on how education is accommodated as a right in policy and legal frameworks. According to him, the 2014 Education and Training Policy is focused on enhancing harmonisation and integration of education and training at all levels. The ultimate goal of implementing this policy is developing Tanzanian graduates with requisite skills and competences that will enable them meet the emerging demands of the world of work and life in general.

According to Chonya, the implementation of the Education and Training Policy will be backed up by legal framework that will adequately facilitate execution of roles and responsibilities by relevant actors. The current legal framework recognizes primary education from standard one to seven (7) as compulsory in enrolment and attendance.

In concluding his presentation mr Chonya insisted the following:

- ✓ Quality education and Training is a right to every people.
- ✓ Basic education (Std 1 to 10) will be compulsory to every child (reflecting right to all )
- ✓ Existing legal framework std 7 is regarded as a right to every child (Compulsory enrolment and attendance)



#### 4. Presentation from Legal and Human Rights Centre

By Paul Mikongoto- Programme Officer-Research

In introduction of his presentation he explained that, right to education is a fundamental human right, essential for a person's enjoyment of other rights and for national development and it is enumerated in national, regional and international human rights instruments

These international instruments imposes corresponding duties upon states to ensure full realization of the right to education. The regional and international human rights in particular emphasize on accessibility, affordability and quality of



education provided.

International Covenant on Economic, Social & Cultural Rights (ICESCR) specifically narrates what is known as the core content of the right to education as found in Article 13 of the Covenant which are **availability; Accessibility; Acceptability and Adaptability**

According to Mikongoto Tanzania has taken several steps since independence to ensure right to education in Tanzania is achieved. Some of them were:

- ✓ Enactment of different education legislations by the Parliament
- ✓ Introduction of the philosophy of education for Self Reliance in 1967
- ✓ Introduction of Universal Primary Education (UPE) in 1977
- ✓ Establishment of different educational and examination bodies like the Institute of Adult Education (IAE) in 1975, and the National Examination Council of Tanzania (NECTA) in 1973
- ✓ Establishment of the Inspectorate Division within the Ministry of Education;
- ✓ Expansion of secondary education; and Adoption of education policies in 1995 and 2014.

He further articulated that, In 1997 the Government introduced the Education Sector Development Programme (ESDP), aimed at improving education and achieving the MKUKUTA and Development Vision 2025 goals. Two key sub-programmes of ESDP were also introduced; THE Primary Education Development Programme (PEDP) and the Secondary Education Development Programme (SEDP), focusing on quality, access and equity in education, among others.

The component of education was also included in the Big Results Now (BRN) initiative priority areas, a development model introduced in 2013 borrowed from Malaysia's Big Fast Results Initiative

He concluded that, these initiatives have helped to shape the Tanzania education system but several challenges have also been encountered, hindering the realisation of the right to education in the country, in terms of **Accessibility; Affordability** and **Quality** of education.

## 5. Presentation from Tax Justice Coalition

**By Samwel Mkwatwa**

### ***Linking Tax with Provision of Quality education in Tanzania.***

On his presentation Mr Mkwatwa focused on linking Tax power and funding for quality education in Tanzania. He started to explain that Tax Justice Coalition is loose coalition that was formed in 2013 comprising of 20 organizations all with the aim of working on tax justice. Objective of the coalition is to advocate for tax justice by ensuring that Multinational Companies pay their fair share of taxes to ensure that the government has enough resources to fund for quality public service delivery with particular emphasis on the EDUCATION, HEALTH and AGRICULTURE Sectors.

On the link between Tax justice and education Mr Mkwatwa explained that Tax is a required contribution made to the nation by citizens or businesses. (Direct and Indirect Taxes) and without tax, many parts of society wouldn't function including education.

According to Mkwatwa, Tanzania total budget in the year 2014/2015 was TZS 19853.3 billion in which main sources were; domestic revenue 61%, general budget support 5%, foreign loans and grants 10%, domestic market borrowing 15%, external market 7% and LGA own sources 2%. In the same budget 68% was used for recurrent expenses while 32% only was used for development expenses.

He further indicated that, in the year 2014/15 total budget allocated for education was TZS 3465 billion where 77% takes care of Administration costs, salaries etc and 23% is allocated for education development.

However In the year 2015/16 education budget was 3,870.2 Billion and 74% was used in recurrent expenses while 26% only was used in development. He asked participants to reflect if that amount allocated for development is enough to address all challenges facing education sector in Tanzania.

In concluding his presentation Mkwatwa posed a challenge that Tanzania lost TZS 381 billion in 2008/09-2009/10 and on 2014/15 it lost USD1.29billion – (1.4 trillion shillings) as tax incentives for multinational companies. For 381 billion TZS *How many classrooms can be build from this amount across the country?, How many desks can be purchased? How many teachers can be employed in a year? How many girlsdormitories can be constructed? How many disability friendly ramps can be built?, How many school girls toilets can be constructed?*



## 7. DISCUSSION/QUESTIONS

1. What are the strategies in place to prevent female students from getting pregnant while at school and how do those who already got pregnant get helped?-Beatrice Nalingigwa (Pestalozzi Children Foundation)
2. Is there any plan in the Ministry to get current statistics for primary and secondary students Alistidia Kamugisha(TEN/MET)
3. What will be the language of learning in primary schools that will enable students to widely understand and if it is Swahili, how are the books prepared to meet for globalization?-Hemedi Kilango (MEDO)
4. Is there any statement about the specific age for a child to join early childhood education?
5. Are there any estimated costs for educating one student in order to set standard school fees to those in private schools.
6. What learning environment have been prepared for students with disabilities that ensures their right to education is adhered.- Dr.CosmasMhanyi (OUT)
7. How does the ministry ensure that the implementation will match with the free education policy so that right to education is adhered to every child and no student will fail to attend schools.? -Cathleen Sekwao (TEN/MET).



## 8. Brief Presentation for the NORAD Project - Mr.Karoli Kadege; Project Manager

Mr Kadege gave brief and basic information about the project. He explained that Promoting quality education through progressive domestic resource mobilisation is a three year contract between ActionAid International and NORAD which will be implemented in Tanzania, Mozambique, Malawi, Nepal, Ethiopia and Myanmar.

He further articulated that project result areas will include the following:

- ✓ Children (especially girls) parents, community members and local civil society have a strong role in ensuring that local education services are of high quality, increase access for girls and are adequately funded by government through fair taxation
- ✓ Strong national coalitions, teacher unions and well informed civil society movements hold governments to account for progressive tax reforms that will lead to increased spending on public education both to increase access and improve quality
- ✓ International education and tax justice networks consolidate a global movement to advocate for improved progressive tax reforms that contribute towards the realization of the right to education for all children.



According to Mr Kadege key interventions at the community/school level will be:

- ✓ Participatory local research (school based improvement plans)
- ✓ Social Accountability Monitoring (Social Audits)
- ✓ School Clubs (Rights & innovative activities on the rights – essays)
- ✓ Sports bonanza as a platform for pupils and youth to discuss educational issues and challenges and finally sign petitions to demand better services from the government
- ✓ Empowerment of School Management committees as oversight functions for quality )
- ✓ Innovative community media engagement for demanding accountability from duty bearers

At the District level there will be CSO engagement on Social Accountability Monitoring in Education while at the National level activities will include Tax Justice Coalition, TENMET and TTU engaging TRA on introduction of Tax Justice Education in school curriculum, Social Accountability Monitoring in the education sector (allocation, spending), Engagement with MPs, Policy Makers & Donors (education group) and Media.

He also highlighted that some of the activities that has been done so far are; Implementing partners meeting where roles & responsibilities were clarified, Promoting Rights in School training for AATZ staff and partners and today's National level launching. Upcoming activities will be District level launching (Planned for 1st -5th March) and Baseline survey – March & April.

He concluded his presentation by explaining the meaning of PRS which is a framework that explains how an ideal school should look like/ or be. It is a tool for data collection that aid in determining whether right to education in a school is realised or not.

## 9. SPEECH BY NORWEGIAN AMBASSADOR TO TANZANIA– Her Excellence Hanne-Marie Kaarstad

In her speech she expressed her feelings that she is happy to see the project combines two of the pivotal factors for Tanzania development and future which are education and resource mobilisation.

She explained that Norway and Tanzania have long standing and strong ties through over 50 years of development cooperation and Tanzania is a priority partner to Norway. The ambassador noted that Norway works with Tanzania partners in key sectors of mutual benefit notably energy, petroleum, climate, agriculture and projects that address education, resource mobilisation and gender.

She added that in 2014 the Norwegian Government submitted its white paper Education for Development to the Parliament with the intention to double Norwegian support for education before 2017. The Embassy's work on education focuses specifically on vocational training for continued education to enable youth to access work opportunities.

Kaarstad insisted that to support quality education activities you need resources and progressive local resource mobilisation is an excellent way of achieving this goal. The importance of power of tax in the provision of quality education as a human right should not be underestimated.

She reiterated that there are increasing amount of efforts taken to mobilise domestic resources in Tanzania in order to finance its own development, a step which is very positive and necessary for Tanzania to graduate from Aid.

She concluded that with the importance placed on both education and resource mobilisation and the evident link between these two they are happy that NORAD has supported the project for three years with NOK 5 million.



## OFFICIAL LAUNCH OF THE PROJECT

As a sign of declaring official start of the project, Norwegian Ambassador to Tanzania Her Excellency Hanne-Marie Kaarstad cut a tape on the project document to share with respective partners



## OFFICIAL MEMORANDUM SIGNING

To mark the beginning of the project ActionAid signed official Memorandum of understanding with implementing partners TEN/MET, KINGONET and MEDO.



## FORMATION OF THE PROJECT NATIONAL ADVISORY COMMITTEE:

As one of the project requirements, at the end of the event the project National Advisory Committee was formed. Members of the committee were:

Name	Organization/Title	Contacts
Patric E. Massawe	Tanzania Revenue Authority	<a href="mailto:pmassawe@tra.go.tz">pmassawe@tra.go.tz</a> <a href="mailto:patosawaya@tra.go.tz">patosawaya@tra.go.tz</a>
Luka Mkonongwa	DUCE	<a href="mailto:mkonongwa@gmail.com">mkonongwa@gmail.com</a>
Daudi A.Kajibile	Tanzania Institute of Education	<a href="mailto:anyigule@yahoo.com">anyigule@yahoo.com</a>
Zena Amury	Plan International	<a href="mailto:zeana.amury@planinternational.org">zeana.amury@planinternational.org</a>
Paul Mikongoti	Legal & Human Rights Centre	<a href="mailto:paulsifa@gmail.com">paulsifa@gmail.com</a>
Kalistus Chunya	Ministry of Education	<a href="mailto:kalichonya@gmail.com">kalichonya@gmail.com</a>
Sadam Khalifan	Tax Justice Coalition	<a href="mailto:saddamlchalfan@yahoo.com">saddamlchalfan@yahoo.com</a>
Judith Severine	Tanzania Youth Volunteers Association	<a href="mailto:juddy2@gmail.com">juddy2@gmail.com</a>
Nicodemus Etlawe	TEN/MET	
Mahtab Khan	Brac Maendeleo	<a href="mailto:mahtab.khan@brac.net">mahtab.khan@brac.net</a>
Josaphat Mshighati	ActionAid Tanzania	<a href="mailto:Josaphat.mshighati@actionaid.org">Josaphat.mshighati@actionaid.org</a>
Samwel Mkwatwa	ActionAid Tanzania	<a href="mailto:Samwel.mkwatwa@actionaid.org">Samwel.mkwatwa@actionaid.org</a>

## PART 2: LAUNCH EVENT AT KILWA DISTRICT

### INTRODUCTION:

Kilwa district is among of the districts which will be implementing a project of *Promoting Quality Education Through Progressive Domestic Resource Mobilisation*. The project will be implemented in 30 public primary schools within the district. It was selected due to the fact that its among of the districts which are still facing a number of challenges in education including drop outs and girls not attending schools due to different factors one being poor learning environment.

The goal of this project is to improve quality of education for all children in public primary schools so that they get skills and knowledge to realize their potentials in adulthood.

### The event:

As one of the project key activities at the district level, ActionAid Tanzania in collaboration with KINGONET organized a launch event on 1st March,2016 at Kilwa district. The event brought together education stakeholders including 30 head of schools , School Management Committee chairpersons, TRA, CSOs, representatives from DED office, planning office and education officer. The launch was preceded by the demonstrations of participants carrying banners with different messages which they handed over to the Guest of Honor. The event was officiated by the District Administrative Officer on behalf of the District Commissioner.



### Objectives:

The objective of launching the project at the district level was to introduce the project to District education stakeholders and establish the district advisory committee.

## Welcome Note

A welcome note was given by KINGONET chairperson Mr. Elias Mwinja. He also congratulated ActionAid Tanzania for engaging Kingonet in the project and asked participants to contribute their views and challenges facing children especially girls in order to achieve the goal of the project.

He said in order for this project to meet the intended goals, everyone should work with commitment according to his/her role in the project. He emphasized that it will not be good for the project to fail while the sponsors have funded it.

## PROCEEDINGS OF THE EVENT:

### 1. Speech from the District Administrative Secretary.

In his speech, the District Administrative Secretary (DAS) who represented the District Commissioner explained that ActionAid Tanzania started to work in Kilwa since 2008 implementing five priorities which are education, women rights, health & HIV and Land & agriculture.



He mentioned some of the support which AATZ provided to the District including construction of 10 classrooms, 2 teachers offices, 10 toilets, and 140 desks. Other work includes establishment of school clubs and advocacy work on the right to education for girl child.

### 2. Speech from district primary education department:- *By Mr. Salum Nampoto.*

He explained the status of education at Kilwa district where he mentioned that Kilwa has 106 primary schools and 4 satellite. He added that large part of Kilwa district is covered by forestry thus making difficult to reach some of the schools using motorcycles as there are wild animals.

Mr Nampoto said before MEM the situation of education was worse compared to after its introduction in different aspects such as number of students registered to school, number of classes, toilets, offices, desks, tables, chairs, and number of students who join secondary schools.



According to Nampoto challenges facing education sector in Kilwa currently are:

- ✓ Shortage of learning rooms -252
- ✓ shortage of teachers- 125
- ✓ Shortage of teachers houses- 725
- ✓ Lack of awareness on importance of education to parents among the communities
- ✓ Shifting cultivation which led children to not attend to school.

**Strategies set to address the challenges:**

- ✓ To improve working condition for teachers.
- ✓ To increase classrooms
- ✓ Raise awareness to communities to be able to understand the importance of education.
- ✓ Emphasise parents and teachers on importance of providing lunch at schools.
- ✓ Frequent monitoring to make sure the right to education is adhered with all the procedures.
- ✓ To improve sports in schools in collaboration with other organizations.

**3. Presentation from TRA: *By Yusuph Moshi***

He gave a brief explanation on the status of tax collection in Kilwa district. He said that main sources which TRA depends for tax collection in the district are tourist hotels, expertise companies and a cement factory as their big tax payers.

He also added that some of the roles of TRA are to estimate the tax, collect tax from tax payers, and accounting on Government revenue.

He mentioned that the rate of tax collection for previous three years is not promising due to challenges such as:

- Lack of education to tax payers on tax paying.
- Decrease in tourism business.
- Traders not issuing receipts for their sales.

He finally urged all participants to make sure that they collect valid receipt whenever they do any purchase to help government collect enough revenues to support its development work.





#### 4. Discussion.

During the session participants raised the following issues:

**Qn1. Which are the major sources of revenue to TRA in Kilwa?**

**Answer:** Major tax payers in Kilwa are Tourists hotel, oil and gas research companies and one cement company..

**Qn. 2. After collection of revenue, which amount remains for development activities in Kilwa?**

**Answer:** All collection are taken direct to the National treasury and that is where allocation is done.

**Qn.3. a) How does the government ensures safety to children due to other schools being far and ainto forests with Wild animals b) Does Kilwa has a challenge of lacking desks?- Alistidia Kamugisha(TEN/MET).**

**Answer:** the schools which are located in forest area are few and what we did is to adjust the time for starting classes in those schools to be 08:30 in the morning and also they finish early.

There is that challenge of inadequate desks but a strategy has been put in place where the Ward executive officers were instructed to seek permission of cutting trees in their respective areas to produce Desks.

**Qn.4 what about the wards with no trees to cut?**

**Answers:** In areas with no trees to cut there are many illegal timbers caught by the authorities so they will seek permission of using them to make desks.



## 5. Speech from NORAD PROJECT MANAGER- *Mr.Karoli Kadege*

The project manager used the opportunity to give short details of the project as follows;



- ✓ ***Promoting Quality Education Through Progressive Domestic Resources Mobilization*** project is implemented in six countries including Tanzania, Malawi, Mozambique, Ethiopia, Nepal and Mymar.
- ✓ It is a three years project funded by Norway through NORAD and expected to end by December 2017.
- ✓ Implementation was delayed due to structure setting. Total budget for the project is around Tshs.1.4 billions
- ✓ At the national level project will be implemented in collaboration with TEN/MET,TTU while at district level it will include KINGONET and MEDO.
- ✓ The goal at national level will be to sensitize domestic revenue collection to finance provision of quality education and to influence inclusion of tax payer education in education curriculum.
- ✓ At the district level the project will be implemented in districts of Kilwa and Singida rural which will include 30 schools for each district.
- ✓ The project will work with students in educating them on their rights including a right to free and quality education.
- ✓ The project will establish/strengthen school clubs to enable them to get a platform to discuss issues related to their rights.
- ✓ To ensure students participate in decision making meetings.
- ✓ The project will also work with parents, school management committee's village leaders through meetings that will discuss challenges facing each school in the respective area and how to address them.eg There are other challenges which can be addressed without involvement of government.
- ✓ The project will also empower school management committees to understand their roles and responsibilities so that they can be able to monitor and manage resource utilization in schools.
- ✓ A baseline research will be conducted in all 30 schools for the purpose of getting evidence on situation of education in the respective districts.The research will also involve community members.

## 6. Speech from Tax Justice: *By Samwel Mkwatwa*

He explained the relationship between the project and provision of quality education. Insisted to participants that the project will not bring money instead it will empower citizens to demand accountability from government, that education can be financed using local resources. He also emphasized that in order to get quality education we can't avoid paying tax

Mr Mkwatwa commented that the district has a lot of resources eg; gas, forests but citizens are not benefiting from them. He said, according to *Tanzania Extractive Act 2015*, it explains that if any company is doing extractive works in any place, local government authority of that area is supposed to get 0.3 of service levy.

He further added that according to a research which was done by Policy Forum in 2014 titled "*Contribution of Service Levy from Gas Companies in Mtwara and Kilwa District Councils Revenues - What is missing?*" aimed at looking if the amount mentioned in the

Extractive Act is given back to the district council, the following was found:



Before 2012 PANNOS was not paying back the amount to Kilwa district and instead it was paying it to Ilala district where it was registered but after 2012 they started to pay the amount to Kilwa district.

During this time there were instructions from the government that companies will pay a flat rate of USD

200,000(Tshs.440millions) per year.

In 2012-2014 a total of 1,173,439,382 billion was paid to the district.

How was used:

- ✓ 2010-2011 Tshs.30 million was used to construct the DED office.
- ✓ 2011-2012 Tshs.56 m was used to purchase a generator
- ✓ 2012-2013 Tsh 21m used to construct a hospital theatre.
- ✓ 2013-2014 Tshs.65m used to construct employees houses

He said that as per the above analysis there is no any amount allocated in education something which is a challenge. Emphasized that there is a need to reach a stage where resources from gas can benefit all community members including education sector as compared to the current situation where a lot of resources are lost.

## Official launch

To mark the beginning of the project the DAS and other officials cut the ribbon as a sign of declaring official start of the project.



## Formation of the Project District Advisory Committee.

As a requirement of the project, a district advisory committee was formed. Proposed Members were:

Name	Organisation/Title	Contacts
Salum Nampoto	District Education Department	
John Kasuka	District Planning Office	<a href="mailto:kasukajohn@yahoo.com">kasukajohn@yahoo.com</a>
Mustapha Mtungwe	Community Development Officer	<a href="mailto:mustaphamtungwe@gmail.com">mustaphamtungwe@gmail.com</a>
Jamila Zakaria	T CRS	<a href="mailto:izakaria860@gmail.com">izakaria860@gmail.com</a>
Nauja Imamu Ally	Agakhan Foundation	<a href="mailto:naujai@yahoo.com">naujai@yahoo.com</a>
Sophia Mkeni	Zinduka(Local CBO)	<a href="mailto:zindikakilwa@yahoo.com">zindikakilwa@yahoo.com</a>
Ibrahim Sota	Kivua(Local CBO)	<a href="mailto:kivua2014@gmail.com">kivua2014@gmail.com</a>
Yusuph Moshly	Tanzania Revenue Authority	<a href="mailto:mshyyussuph@yahoo.com">mshyyussuph@yahoo.com</a>

### PART 3: LAUNCH EVENT AT SINGIDA DISTRICT

#### Introduction:

On 4<sup>th</sup> March 2016 a project on *Promoting Quality Education Through Progressive Domestic Resource Mobilisation* was launched in Singida District. In the event which was organised by ActionAid Tanzania in collaboration with MEDO, over 60 participants including primary schools head teachers, chairpersons of SMC, District officials, TTU and TRA came together.

The event was preceded by a demonstration from participants who were marching carrying different messages all of them aimed to raise awareness about the project and were handed to the District Commissioner.

#### Objectives:

Objectives of the event were:

- ✓ Introduce the project to education stakeholders
- ✓ Reflect on the education situation in the District and discuss how to address the challenges
- ✓ Formation of District advisory Committee

#### Event Proceedings:

##### 1. Opening: By Mr Said A. Amanzi- District Commissioner

He acknowledged ActionAid Tanzania for deciding to choose Singida District as an area of implementation and leave other districts. Also, he urged all stakeholders to take an active role in the implementation of the project.

He requested parents to prioritise education for their children and School Management Committees to play their role in ensuring that every child gets education which is the right from elementary to secondary level due to the fact that education is now free.



Mr Amanzi also insisted participants to not neglect girls' education because girls have many potentials. He gave examples on how women are currently taking leadership roles in different capacities like MP's, Management positions etc.

Amanzi further insisted stakeholders that if collection of revenue will be done properly then infrastructures in education can be improved. Therefore TRA, district council and every citizen

should join efforts to make sure that collection of revenues is done effectively.

He concluded that if each one will cooperate diligently the nation will be transformed hence requested participants to positively advice and support the managements instead of standing aside and keep complaining.

## 2. Education department presentation

The District Education Officer explained on the status of education in Singida District council including success and challenges. He said the district has 93 government schools and 2 private ones. Total students are 51483 where 8471 being nursery and 43012 are primary students. Number of teachers are 912 making g a shortage of 1081 teachers.

He added that from 2013 to 2015 there a changes in performance rate where by percentage of passing National standard seven exams in 2013 was 54%, 2014-62%, 2015- 66% for standard seven.



Apart from performance increase he also mentioned other areas of success in Singida district as follows

- ✓ Increase in number of schools from 93 to 95 in the council.
- ✓ Registration rate is increasing for nursery and standard one each year.
- ✓ The council is on progress of paying teachers their benefits eg promotion, leave and transfer allowance.
- ✓ Through central government the council is providing operation cost to the schools monthly.

According to him challenges included:

- ✓ Shortage of classrooms and teachers houses
- ✓ Inadequate teachers
- ✓ The building are too old for safety
- ✓ Low awareness on importance of education
- ✓ Inadequate learning and teaching tools
- ✓ Inadequate food while at school
- ✓ Student absenteeism
- ✓ Lack of basic needs among children especially orphans .
- ✓ Lack of training to school advisory committees.

### 3. Speech from Tax Justice- Samwel Mkwatwa

Explained that everything that NGO 's such as ActionAid do in terms of service delivery aims at modelling for the community to participate and to challenge the service providers and advocate for their rights and for government to replicate and continue the role of ensuring communities access public services..



He added that the taxes paid to the government has three major uses;

- Helps in financing social services
- Re distribution-to balance the gap between high and low income earners.
- To make the government responsible the citizens.-representation.

He also urged the school committee chairpersons to play their role to make sure that the taxes paid by citizens are utilized effectively in improving the education condition in their respective areas.

He added that According to statistics of Singida Council in the financial year 2012/2013 it received Tsh 30,620,245,893 billion but the amount allocated for development was Tsh 6 billion only.

Mkwatwa indicated that CAG report shows that in 2013/2014 Singida council spent TZS 343,627millions out of its budget.

### 4. Discussion/Comments/clarifications

**Qn.1.** When is the official date for all businesses to start using EFD in tax paying?

Qn 2 How authentic is the research reports and evidence?

**Qn.3.** Participants were also interested to know how the civil servants will benefit in tax paying because they are the one living in poor condition. *It was responded that tax is used to finance development activities which every citizen will benefit. But the challenge is collection rate is small hence sometime it is hard to see improvement of the services. Therefore if every person will be paying tax accordingly and government being accountable then the benefit will be observed.*



**Qn.4.** Participant sought clarifications on How does the entrepreneurs determine their income so that he or she can pay tax? *TRA responded that through recording through business record the daily sales will show how much is earned and thus will help to calculate the amount of tax to be paid.*

**Qn:5** Participants wanted to know how will How will Action Aid help the new established primary schools with poor infrastructures? *In response Singida Coordinator responded that AATZ is an advocacy organisation mainly focusing on advocacy to enable communities to understand their right and responsibilities and also to mobilize and empower them to stand on its own rather than service delivery.*



## 6. Formation of District Advisory Committee

As one of the project requirement Singida LRP Coordinator explained on the need of having an oversight committee at the district level which will be responsible in overseeing project implementation throughout and advise accordingly. As a result of the exercise the following were proposed.

Name	Organisation/Title	Contact
Edmund A. Kiwango	District Education Officer	
Emmanuel Sima	Chairperson – Committee for social services	0753-237018
Mariam Mulula	District Planning Officer	0762-717938
Muna M.Kisunda	Secretary – Tanzania Teachers Union	0755-313100
Bernard Laurent Muna	MEDO Vice Chairperson	0754-707003

Zacharia Gwagilo	Tanzania Revenue Authority	07655-965968
Eliufoo Sidadi Mwiki	School Management Committee – Mtinko	0754-973536
Japhani Minkina Irumba	School Management Committee- Ilongero	0786-203915
Rashid Mjimbi	School Management Committee - Mgori	0786-471097

## 6 Closing: By Joseph Sabore

On behalf of the District Executive Director appreciated AATz and MEDO for this project and reminded participants that they are part of the project because of their positions. Urged them to take this as an opportunity to learn and work to improve the learning environment.

