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***Leadership for Social Justice***

***STRATEGIC PLAN 2018 -2022***

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**January 2018**

# ABBREVIATIONS

ACRWC The African Charter on the Rights and Welfare of Children

AECCO Africa Education Capacity Development and Consultancy Company

CEO Chief Executive Officer

AGM Annual General Meeting

AIDS Acquired Immune Deficiency Syndrome

BCC Behavioural change Communication

PO-RALG President's Office, Regional Administration and Local Government.

CBE Competency Based Education

CCRO ` Certificate of Customary Right of Occupancy

CEFM Child, Early, and Forced Marriage

CHRAGG Commission for Human Rights and Good Governance

CRC Convention on the Rights of Child

CSO Civil Society Organizations

ED Executive Director

GG Good governance

HIV Human Immunodeficiency Virus

HR Human rights

IEC Information, educational and communication

IGAs Income generating activities

IPF International Fellowship Program

LGAs Local Government Authorities

M&E Monitoring and Evaluation

NCDs Non-Communicable Diseases

NGO Non-Government Organization

PO-RALG President's Office Regional Administration and Local Government.

PPP Public, private partnerships

SSA Sub-Sahara Africa

STI Science, Technology and Innovation

SWOC Strength, Weakness, Opportunities and Challenges

TIFPA Tanzania International Fellowship Programme Alumni Association

TOT Training of trainers

CBE Competency Based Education

PPP Public, private partnerships

UNESCO United Nations Educational, Scientific and Cultural Organization

WMA Weight Measurement Agency

# FOREWORD

In 2006, Tanzania International Fellowship Programme Alumni Association (TIFPA) was established, as a Non-Governmental Organization (NGO) registered under the Non-Government Organizations Act, 2002 (Act No 24 of 2002, as amended from time to time). TIFPA was formed by the beneficiaries of the Ford Foundation’s International Fellowship Program (IFP). The IFP provided opportunities for advanced study to individuals who will use their education to become leaders in their respective fields, furthering development in their own countries and greater economic and social justice worldwide. Between 2001 and 2013, the IFP supported more than 5,300 graduates from 22 countries in the developing world, including 126 fellows from the United Republic of Tanzania.

TIFPA’s core aim is to work and avail itself as a platform for social justice and advocacy for the poor, marginalized and vulnerable sections of society in Tanzania. Over the past five years, TIFPA engaged in the constitution making processes both at the community and national level for formulation of a new Constitution for the United Republic of Tanzania. TIFPA successful carried out advocacy on the process of formulating Tanzania’s new constitution and enhanced the process through reviewing gaps in the existing Constitution of the United Republic of Tanzania 1977, as amended from time to time, producing booklets and brochures for public consumption, stimulating participation of the general public in the process of soliciting their views countrywide, convening itself as *Baraza la Katiba* and generally ensuring that social justice issues are enshrined in the new Constitution. In addition, TIFPA strengthened partnership with Civil Society Organizations (CSOs) engaged in the constitutional review processes. In order to sustain what TIFPA has achieved and to ensure effectiveness in the implementation of existing and future programmes. Accordingly, it is crucial that TIFPA should develop a viable strategic plan that incorporates TIFPA’s past programming interventions and consolidate collaboration with likeminded organisations in advocating for social justice in Tanzania and elsewhere.

This TIFPA’s 5 years Strategic Plan (2018-2022) aims at improving social-economic well- being of the poor, the marginalised and vulnerable communities through enhanced research, advocacy and capacity building in the aspects of human rights and good governance, economic wellbeing and provision of social services. It will act as a guide to the organisation and relevant stakeholders including the Government, NGOs, CSOs and Communities to work together towards improving life of the poor, the marginalized and the vulnerable communities in Tanzania.

This five-year Strategic Plan will be reviewed after two and half or three years of its implementation so as to adapt the changes based on field experience and lessons learnt.

Zuberi Hamisi Ngoda

**Chairperson**

**Tanzania International Fellowship Programme Alumni Association (TIFPA)**

**January 2018**

# ACKNOWLEDGEMENT

The development of TIFPA strategic plan involved collaborative participation of all TIFPA members and stakeholders. Their tireless efforts and time during the development of this strategic plan has contributed to the logical conclusion of the process and the development of this five year strategic plan and its finalization. This ~~document~~ Strategic Plan will be used as a guide in implementations of the planned interventions and in responding to various challenges facing TIFPA.

TIFPA highly appreciates the contribution of all its members and stakeholders in the development of the strategic planning process. In the same vein, TIFPA wishes to convey its special thanks to all the members of its Governing Council for providing the requisite leadership in the process of the formulation of this strategic plan. Furthermore, TIFPA recognises and highly appreciates the invaluable technical contribution made by Agripina Habicht and Gabriela Lucas; Consultants from AECCO Consulting Co. Limited for facilitating a general membership workshop, collating members views and finally preparation of the final Draft Strategic in collaboration with TIFPA members and stakeholders.

Finally, but not least in importance, TIFPA is indebted to its Secretariat for its great and tireless efforts in receiving, analysing, and incorporating the many contributions and ~~magnificent advisory role they~~ provided by all during the entire process of developing this strategic plan. We heartily thanks everyone who contributed to make the development of this Strategic Plan a success. Out of many views, TIFPA is proud now to have coherently synthesised all the views offered into this valuable TIFPA Strategic Plan 2018-2022. *Asanteni sana!*

Andrew Mushi, PhD

**The Chief Executive Officer**

**Tanzania IFP Alumni Association (TIFPA)**

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# CHAPTER ONE

# INTRODUCTION

## Background

Tanzania International Fellowship Programme Alumni Association (TIFPA) was established in 2006. It is a Non-Government Organization (NGO) registered under the Non-Government Organizations Act, 2002. It was formed by the beneficiaries of the Ford Foundation’s International Fellowship Program (IFP). The IFP provided opportunities for advanced study to individuals who will use their education to become leaders in their respective fields, furthering development in their own countries and greater economic and social justice worldwide. Between 2001 and 2013, the IFP supported more than 5,300 graduates from 22 countries in the developing world, including 126 fellows from the United Republic of Tanzania.

In May 2005, thirty (30) beneficiaries of the Ford Foundation IFP who were awarded scholarship in various fields began to return to Tanzania from various universities in Africa, Australia, America and Europe. In a first ever meeting of the alumni in Dar es Salaam, it was unanimously resolved that the alumnus should formally form an association which will not only bring them together as a network but also to be a platform for engagement for social justice in order to enable them to act as agents of change at the community, societal, national and international levels. Thus, as a group, the IFP alumni formed TIFPA as a forum to network and advocate social justice in Tanzania.

TIFPA’s readiness to grow, impact and influence social justice leadership environment led it its engagement in the constitution making processes both at the community and national level for the United Republic of Tanzania between March 2012 and December 2015. The activity was supported by the Ford Foundation’s International Fellowship Program through a project titled ‘*Civic Education for Supporting the Formulation Process for a New Constitution in Tanzania Phase*”. This was the first initiative implemented since its formation in 2006. The activity resulted in establishment of partnerships with CSOs who were also engaged in the constitutional review processes. TIFPA also invested its resources to partner with *Tujijenge Tanzania*, a microfinance loan to provider to seed money for lending to the most vulnerable and marginalized sections of the community.

TIFPA envisages further engagement in key policy processes to advocate for inclusion of social justice in policy making processes and related legal frameworks. In order to guarantee sustainability of what has been done and ensure a focused &effective implementation of projects and programmes, it necessary to develop a strategic plan. This plan will act as a guide towards measuring results of planned and implemented initiatives.

## Rationale for TIFPA strategic plan

In the decade of its existence, between 2006 to now, it has been observed that TIFPA has done little towards achieving its goals of advocating for social justice for the common good of the poor, marginalised and vulnerable sections of the society. This is partly attributed to the lack of a comprehensive plan on how to engage and galvanise its members organisational potential towards collectively and individual in contributing to reach TIFPA’s organisational goals and actions and the lack of employing a competent, professional and committed Secretariat that discharges its day to day programmatic plans and activities. This five-year strategic plan, will therefore, harmonise and synchronise organisational actions to members, ensure that the TIFPA Secretariat optimally discharges its programmatic and institution activities, prioritize financial needs and provide focus and direction to move from plan to action in advocating for social justice. Indeed, it is a critical tool not only for seeking funding but also to ensure that synergies are forged internally with TIFPA and externally for fostering collaboration with like- minded organisations nationally and internationally.

This five year strategic plan will also be used to review the organisation’s performance and hence guide its future institutional and programmatic performance.

## Main Outcomes of the TIFPA strategic plan

The TIFPA Strategic Plan has three main outcomes as outlined below;

1. Improved governance and human rights
2. Improved economic wellbeing and
3. Improved social services(health, education, water and infrastructure)

## Timeframe

This Strategic Plan will be implemented within a timeframe of five years from January 2018 to December 2022.

## Vision

*TIFPA envisages a Tanzania where social justice thrives.*

As an organisation TIFPA envisages being a strong alumni network that contributes to the realization of an equitable and empowered society in social justice issues in Tanzania and elimination of social differences among the societal members. This means a society where marginalized people and communities are able or and are enabled to seek and obtain a socio-economic, cultural and political development remedy through formal or informal institutions offer to them fair and equitable opportunities and their impediments and grievances are addressed in the formulation of public policies through their active participation ; social justice standards are complied for realisation of a society where there will be sufficient and equitable access to the sufficient allocation of public and private resources for sustainable development for all including the poor, the marginalised and the vulnerable section of the community and society everywhere.

## Mission

*TIFPA strive to empower the public and promote economic and social justice in Tanzania.*

TIFPA shall endeavor to build its capacity to provide proper and improve the coordination and harmonization of its programmatic interventions; and strengthen its own organizational development and sustainability as well as the ability of its membership base across Tanzania to engage the marginalized communities and also to undertake evidence based research and advocacy in public policy and social advocacy.

## Core Values

TIFPA’s core values are:

* Leadership for social justice
* Learning
* Synergies and partnership at all levels
* Commitment to social justice advancement
* Equity and fairness
  + 1. **Leadership for Social Justice**

TIFPA seeks to demonstrate leadership in social justice as we candidly believes that marginalized communities and poor people have potential to contribute to their own development and to demand for services from the government, the private sector and the civil society if the systemic injustices which in most cases are taken for granted as negative cultures or endemic tendencies can be addressed and solved through social justice based leadership and good governance and access to resources. Marginalized communities, including the poorest of the poor, have indigenous knowledge and creative ideas on how to improve their conditions of life by issues that matters in realizing their socio-economic, political and cultural development.

* + 1. **Learning**

TIFPA candidly believes that as a team of development practitioners working to stimulate socio-economic development at the poor, vulnerable and marginalized communities’ level through social justice leadership learning from the people we serve, is central to our organizational success and effectiveness. TIFPA throughout the programme or project cycle will encourage two ways learning and innovation modus operandi which will foster innovation and learning.

* + 1. **Commitment to social justice advancement and leadership**

TIFPA is committed to social justice, this means that in its institutional and programmatic work it shall strive to address to issues of power, privilege, and oppression in all aspects of its work. This includes examination of societal power dynamics and the assumptions and values underlying views, goals, and commitments, sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups; amplifying and attending to the voices and experiences of groups and individuals with relatively less power; consciousness raising by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics; focusing on people’s strengths and engaging these strengths to address challenges, including working toward social change and promoting people’s self-determination of their destinies and choices in an informed discourse as well as developing tools that are informed by the needs and experiences of the constituent communities.

TIFPA candidly believes that marginalized communities and poor people have potential to contribute to their own development and demand for their fundamental rights from their respective communities if the systemic injustices which in most cases are taken for granted. As negative cultures or endemic tendencies can be addressed and solved through social justice based leadership, good governance and equitable access to resources for all.

* + 1. **Equity and Fairness.**

TIFPA envisions development as freedom to develop ones potential including the poor, the marginalised and the vulnerable sections of the society. TIFPA is committed to equity and fairness in its institutional and programmatic interventions. Social justice in the development discourse intends to facilitate equity and fairness to the poor, marginalized and vulnerable communities. TIFPA in its work will address the unique needs of individuals and communities to overcome barriers and their individual, communal or societal development so that TIFPA may contribute towards building their capabilities in achieving prosperity. TIFPA will always ensure equality of opportunity to the programme beneficiaries.

# CHAPTER TWO

# SITUATIONAL ANALYSIS

## 2.1 Introduction

TIFPA’s ultimate goal is to bring about socio-economic well wellbeing of the marginalized communities and the country at large. This is in line with the Tanzania’s Vision 2025 which aims at achieving quality and good life for all; good governance and the rule of law; and building a strong and resilient economy that can effectively withstand global competition. TIFPA will programmatically act as an avenue and vehicle for synergies in contributing to socio-economic as well as political and cultural development in Tanzania though evidence based research, policy analysis and community engagement.

## 2.2 Situation analysis of status of social justice in Tanzania

This section highlights the situation analysis of social justice advocacy in Tanzania. It is based on the key outcomes that will be dealt with in the next five (5) years with the framework of TIFPA’s institutional and programmatic interventions.

## 2.2.1 Institutional Arrangement

Roles and responsibilities for design, implementation, monitoring and evaluation of projects and programmes designed based on this strategic plan will be coordinated by the Chief Executive Officer (CEO). He/She will work hand in hand with the his or her fellow Senior Management Team to design, implement, review, monitor and mobilize funds to enable achieve the expected results as per annual work plans and budgets under the oversight and stewardship of the Governing Council. Furthermore, Programmes Managers/Thematic Working Groups Coordinators will ensure opportunities are identified and worked upon in their respective areas in order to increase the chances for resource mobilization. Resource mobilization strategy shall be developed.

One of the strength of TIFPA is the fact that it is an umbrella network of professionals scattered all over the country. Therefore, Field Office Coordinators will be placed in the field to coordinate activities’ implementation at the programme or project’s field level.

Government, Non-Government Organisations (NGOs), Civil Society Organizations (CSOs), and other relevant organisations will be involved at different levels of implementation of this strategic plan as crucial partners in reaching out the beneficiaries.

Implementation progress (reports) will be reported to Programmes Managers who will in turn report to the Chief Executive Officer (CEO) who will head the Secretariat. The CEO will work very closely with the Senior Management Team and the Secretariat will be responsible to the Governing Council. TIFPA Organogram is provided in Figure 1 below.

Figure 1: Institutional and Management arrangement

Annual General Meeting

Governing Council

The Chief Executive Officer (CEO)

Senior Management Team

Programmes Managers/ Thematic Working Groups Coordinators

Field Office Coordinators

CSOs

Community

Development Partners &International Community

Government Institutions

## 2.3 Monitoring and Evaluation

TIFPA will employ participatory monitoring and evaluation approach so as to inculcate members’ sense of accountability and ownership of the TIFPA and its programmes. TIFPA will hire a professional staff that will coordinate and lead a holistic M & E functions and ensure quality assurance. However, the TIFPA Secretariat will provide support in monitoring activity implementation.

Field Monitoring Visits will be conducted annually and a technical working session convened to review progress of Action Plans implementation will also be held twice annually. Biannual and annual meetings may include participation of Partners. Checklists and monitoring tools will be prepared, and data collected will be used in the preparation of reports. Progress reports (Quarterly reports, bi-annual reports and annual reports) will be prepared (Table 1). The Governing Council will organize Semi-Annual Retreats to take stock of both institutional and programme performance and chart the way forward. Financial monitoring in terms of planned and actual expenditures will be undertaken accompanied by physical monitoring.

Table 1: TIFPA Reporting Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Type of report** | **Prepared by** | **For/To** |
| 1 | Monthly reports | Programme Officer  Finance/Admin Officer | Secretary/Chief Executive Officer |
| 2. | Quarterly reports against work plan | Programme Officers/ Executive Director | Governing Council |
| 3 | Semi-annual reports | Programme Officers/ Executive Director | Governing Council |
| 4. | Annual narrative reports | Programme Officers/ Chief Executive Officer | Governing Council / AGM |
| 5 | Annual Accounts (audited) | Programme Officers/ Chief Executive Officer | Governing Council / AGM |

TIFPA will undertake holistic evaluation. This will entail periodic assessment of the design, implementation, outcome and impact of a development intervention. Evaluation will focus on assessing the relevance and achievement of objectives, and implementation performance in terms of effectiveness and efficiency, value for money and the nature, distribution and sustainability of impacts.

A detailed M&E Matrix including timeframes for each activity will be developed to follow up on the targets and helping the organization, identify problems early and propose solutions, evaluate achievements of programme objectives, and promote participation, ownership and accountability. External consultant(s) will be hired to undertake external evaluation. The key elements of the TIFPA Monitoring and Evaluation system will entail, but not limited to the following:

1. Clear statements of measurable objectives for the project cycle management and overall organizational development; Structured set of indicators covering inputs, process, output, outcome, impact and external factors;
2. Baselines as a means to compare programmatic interventions’ progress and achievement against targets;
3. Clear mechanism for reporting and use of M & E results in decision making; and
4. Sustainable organizational arrangements.

## 2.4 Financial Reporting and Accountability

TIFPA will develop user-friendly financial systems to facilitate monitoring of funds and reporting to members and donors. The financial systems will include development of administrative and financial policies, manuals and procedures clearly stipulating financial controls and accountability mechanisms at various organisational levels. Accounts shall be recorded in user-friendly and computerized accounting package so as to enable automated reports and quick reference, and limit errors and potential for fraud and misappropriation of resources.

## 2.4.1 Accounting and Auditing

#### 2.4.2Financial Accounting

The main role of TIFPA accounting and auditing system will be to ensure that organizational accounts produce comparable, consistent, accurate and easily understandable financial statements and reports at all times. Accordingly, books of accounts will be kept in accordance with the nationally and international acceptable financial regulations such as national and International Accounting standards.

TIFPA’s Governing Council shall formulate internal financial rules and accounting systems that will ensure strong internal control systems enabling TIFPA to achieve its objectives in an effective and efficient manner. These are aimed at making sure that all the funds are well secured and are only spent for intended purposes. TIFPA’s Chief Executive Officer (CEO) shall be the Chief Accounting Officer in charge of all financial matters and shall be directly accountable to the Governing Council. At all times, TIFPA’s CEO shall be obliged to ensure that the funds received are properly documented and expended in accordance with the objectives of the Organization as well as under the dictate of this Strategic Plan’s institutional requirements and programmatic mandates.

In this light, TIFPA’s CEO will be responsible to prepare in an advance an appropriate annual work plans and budget which shall be submitted to the Governing Council, each financial year and submitted for approval and ratification at the Annual General Meeting before the start of the year. The annual work plan shall make provisions for all the estimated expenditures of the Programmes for the relevant financial year and for the reserved funds or contingent liability of that particular year.

The accounting system to be used in this strategic plan will also be flexible to accommodate application of the different donor’s accounting rules so as to ensure effective and successful implementation of the programmes of this strategic plan.

#### 2.4.3Auditing

The auditing of the Programmes’ books of accounts under this Strategic Plan shall be undertaken in line with the requirements of the Non-Governmental Organizations Act, 2002 and its regulations, and the requirements of the National Board of Accountants and Auditors of Tanzania (NBAA – T). The International Financial Reporting (specifically the International Public Accounting Standards; International Auditing and local auditing standards. TIFPA shall undertake external audits exercise every financial year and shall have internal audits conducted from time to time to ensure strong effective Internal Control Systems. The exercise will be conducted by professionally competent, certified or authorized auditor(s) or auditing firms, which shall be appointed in terms of the provisions of its constitution, financial regulations and internal policies.

## 2.5 SWOC Analysis and Mitigation Measures

The development of this strategic plan involved critical analysis of Strength, Weakness, Opportunities and Challenges (SWOC). Areas that may affect implementation of this strategic plan include: Institutional Arrangement; Financial Mobilisation and Management; Capacity Building; and Legal Frameworks. These areas are analysed in table 2 below.

Table 2: SWOC Analysis and Mitigation Measures

| **Strength** | **Weakness** | **Opportunity** | **Challenge** | **Mitigation measures** |
| --- | --- | --- | --- | --- |
| ***2*.5.1 Institutional arrangement** | | | |  |
| * Existence of solid and committed membership base of 123 professional experts in all proposed outcomes * Presence of professional personnel countrywide * Presence of management hierarchy | * Inadequate participation of stakeholders * Inexistence of database of the actors of the leadership for social justice in the country and elsewhere * Inadequate commitment and prioritization | * Presence of countrywide membership * Presence of a strong and committed TIFPA secretariat * Existence of various partners exercising human rights and related issues leading to social justice | * Conflict of interest within TIFPA and outside the sectors/organisations. * Bureaucracy and Political interference * Changing of leadership and staff. * Difficulties in coordination of all TIFPA members who are scattered all over the country | * Harmonisation of TIFPA activities with other organisations implementing similar assignments. * Working hand in hand with the government to reduce delays caused by bureaucracy * Proper handling over where there is a change of leadership * Establishment of strong field coordination offices to enhance for effective implementation |
| ***2.5.2* Capacity Building** | | | | |
| * Availability of human resource for the proposed outcomes within TIFPA * Availability of reference materials including legal frameworks and reports | * Insufficient training of persons involved in various sectors such as agriculture, Science Technology and Innovation (STI) and human rights * Inadequate knowledge and skills on social justice issues at all levels | * Availability of trained personnel in key ministries * Existing technical Institutions such COSTECH, Higher learning institutions, Legal institutions, etc | * Inadequate funds to carry out all expected results as planned * Unavailability of some of TIFPA members to carry out various activities due to their tight schedules as all are employees * Low motivations among TIFPA Members * Inadequate human resources- especially in rural areas. | * Establish resources mobilization strategy * Strengthen network of partnership both technically and for fund rising |
| **2.5.3 Financial Mobilisation and Management** | | | | |
| * Presence of TIFPA organogram with clear roles and responsibilities effective management of TIFPA funds * Presence of a partner (Ford Foundation) in funding TIFPA activities * Community willingness to contribute some resources in particular during capacity building activities. | * Highly inadequate funding in the organisation * Lack of resources mobilization strategy * Limited training in financial management skills | * Availability of training avenues to improve financial management skills * Availability of avenues for advocacy on the identified outcomes in particular human rights | * Conflict of interest and priority. * High inflation rates in the financial system | * Conduct financial management skills training * Establish resources mobilization strategy * Strengthen network of partnership for the purpose of fund rising |
| **2.5.4 Legal frameworks** | | | | |
| * Presence of relevant legal frameworks and guidelines to guide implementations. Eg.   Law of the Child Act 2009, Land Act no. 4 of 1999, Education Policy of 2014 and Village Land no. 5 of 1999 | * Low awareness of the existing legal frameworks to the majority in particular the poor and the marginalised groups * Weak enforcement of laws and regulations. | * Availability of forums and media that can be used to sensitize communities on various legal frameworks and guidelines affecting their development * Presence of Advocacy related platforms including but not limited to: African Child Day, Education Week, science day and Farmers Day. | * Development and or review of legal frameworks takes long time * Recommendations of policy review may not necessarily be taken on board by the government * Inadequate harmonisation of legal frameworks | * Collaborate with the government and other relevant partners during policies analysis related activities |

# CHAPTER THREE

# STRATEGIC APPROACH

## 3.1 INTRODUCTION

This Strategic Plan has prioritised interventions identified through participatory approach. The strategic plan areas were also analysed according to Strength, Weakness, Opportunity and Challenges (SWOC) of various issues that may affect implementation and achievement of results. The interventions focused on key strategic areas within the capability of the organisation. The plan is organised in main outcomes, intermediate outcomes, outputs and activities as well as performance indicators and timeframe as described in the sections below. The summary of interventions are shown in Figure 1 below while the summary of outcomes, intermediate outcomes, outputs and activities, performance indicators and timeframe are described in annex 1.

## 3.2 THEORY OF CHANGE

Figure 2: Summary of interventions

GOAL

INTERMEDIATE OUTCOME

OUTCOME

Social services

* Improved livelihoods
* Capacities in agriculture developed and other economic activities
* Capacities on Science, Technology and Innovations (STI) enhanced
* Improved health
* Enhanced quality education
* Water resources protection
* Infrastructure improvement
* Civic competence enhanced
* Legal services & justice for marginalised enhanced
* Child rights protected

Improved socioeconomic wellbeing

Economic wellbeing

Governance and human rights

* Improved health
* Enhanced quality education
* Water resources protection
* Infrastructure improvement
* Improved access of rural communities to adjacent natural resources for their livelihoods

## OUTCOME 1: GOVERNANCE AND HUMAN RIGHTS

#### Intermediate outcome 1.1: Civic competence enhanced

##### Output 1.1.1Capacity of community based leaders on good governance and human rights developed

In the context of decentralization, local governments' responsibilities are very important. While some progress has been made, the effective and accountable delivery of quality public services at the local level still faces considerable challenges in terms of limited capacity to design and implement integrated local development strategies, insufficient organizational development and financial management in line with the principles of good local governance a few to mention.

The output will address these challenges through following components:

***Activities***

1. Conduct​​review​​and​​training​​on​​legal​​mandate​​of​​community​​leaders
2. Training​​on​​responsibility​​and​​accountability
3. Training​​on​​budget​​and​​planning
4. ​​Training​​on​​Social​​​​and​​resources​​mobilization​​for​​community​​essential​​needs
5. ​​Training​​on​​Land​​use​​and​​environmental​​conservation
6. ​Training​​on​​understanding​​developmental​​Policies​​and​​translation​​to​​their​​people.
7. Translation,​​printing​​and​​distribution​​of​​booklets​​containing​​simplified​​Government Laws​​and​​Regulations​​Governing​​Land​​use,​​Health,​​Environment​​conservation,​​Education

##### Output 1.1.2. Civil education on the constitution making in Tanzania provided

The Constitution of a country is the supreme law on which all other laws are based. It is a social contract between the rulers and the ruled. It embodies the wishes and aspirations of the country and thus the need for a people cantered constitution.

In Tanzania, the current constitution was enacted by the Constituent Assembly in 1977 when there was a single party system. In 1992, Tanzania reintroduced multiparty politics. Since then the country has witnessed various developments claiming to facilitate the consolidation of democracy, one of which is the conduct of multiparty elections[[1]](#footnote-2). The 1977 constitution has been viewed by citizens as an obstacle to democratization because it was meant for a single party and hence failing to support efficiently the multi-party system of democracy[[2]](#footnote-3). It is on the basis that the need for a new constitution was seen. This prompted the movement for a new constitution in 2011.

Success of such movement and a true feeling of people cantered constitution requires a well-informed community on civic education reflecting their needs and needs of the country. They need to be informed on the content of the previous constitution prior to contributing to the new constitution hence the proposed activities below;

***Activities***

1. Conduct a comparative situational analysis of the Constitution of the United Republic of Tanzania 1977, as amended from time to time, and the state of constitutionalism in other East African countries with a view of dissecting best practices in reviving the new constitution making process in Tanzania;
2. Share best practices based on the situation analysis and provide the way forward to reviving the constitution reforms;
3. Collect and disseminate popular opinion on the best way forward to revive the stalled new constitution making process in Tanzania and ensure that the interests of citizens are protected for long term social, cultural, democratic, political and economic prosperity of the nation;
4. Participate in the *Jukwaa la Katiba* (or any other national fora advocating for a new constitution in Tanzania in order to engage in the wayforward of reviving the process; and
5. Provide civic education to selected communities.

##### Output 1.1.3: Civil engagement in planning and coordinating development issues strengthened.

A vibrant civil society can be instrumental to the expansion of human development. It can also affect norms that hamper human development through advocacy and social service provision, determining and contributing to the needed societal change. Civil society is also fundamental in provoking policy change. Social action favouring human development (e.g., policies to extend education, minimum wages, etc.) is often spurred by civic groups spearheading change.

Promotion of civil engagement facilitates the creation of an environment conducive for people, individually and collectively, to develop their full potential and to be able to pursue their needs and interests to lead productive lives[[3]](#footnote-4).To facilitate engagement of the civil society, TIFPA will do the following:

***Activities***

1. Carry out civil society assessment;
2. Analyse regulatory frameworks related to Civil engagement in planning and coordinating development and advise the government accordingly;
3. Capacity development of civil society organizations to fully participate in development;
4. Capacity development of CSOs on governance and leadership;
5. Strengthen TIFPA’s partnerships with civil society and promote civic engagement.

##### Output 1.1.4: Conflict between farmers and pastoralists around protected areas (PA) resolved.

Land use conflict between pastoralists and farmers in Tanzania has existed for many years. The causes and effects of these conflicts vary from one place to another. Some conflicts exist between the government (protected forests, farms or protected areas such as national parks), farmers and pastoralists while others exist between farmers and pastoralists only. Researchers have identified absence of land use planning, the wave of green grabbing, increased large scale agricultural investments resulting in land scarcity, weak policy and institutional framework (including poor by-law enforcement), environmental factors such as soil infertility, water scarcity and climate change, poor land management and scepticism toward pastoralism as viable livelihood option as some of the contributing causes of the longstanding conflict between these two groups of producers. Efforts have been made by different actors, including civil society organizations, to address this problem through mass education and land use planning. However, these efforts have not yet managed to end this problem[[4]](#footnote-5).

It has been noted that, farmers seem to be the losers. Pastoralists usually move in search of food and water for their animals. This is similar for the case of protected areas; the areas are affected by unplanned migrations and movements of the pastoralists. The activity will address conflicts between farmers and pastoralists around protected areas in Tanzania as follows;

***Activities***

1. To organise stakeholders sensitisation meeting between conservation and livestock sectors around Protected Area (PAs);
2. To conduct assessment for identifying villages bordering PAs without with land use plans;
3. To support preparation of land use planning of villages bordering PA to ensure that livestock grazing areas are set aside on village land;
4. To undertake carrying capacity of each grazing land in each village
5. To conduct livestock identification in each village;
6. To conduct sensitisation at each village to allow number as per carrying capacity of grazing land; and
7. Facilitate groups where farmers and pastoralists can reach a lasting solution to their problems by discussing their issues openly.

##### Output 1.1.5: Access to adjacent natural resources by rural communities improved

Since 1990s, Tanzania shifted from centralization to decentralization in managing natural resources. The shift was necessary because natural resources which were *dejure* strictly protected become *defato* an open access. Adoption of decentralization policy in the governance of natural resources in Tanzania as has been done in other developing countries including those in African continent is justified on various grounds. They include equity, democracy, efficiency, livelihoods enhancement, improved governance and conservation of natural resources. Despite adoption of decentralized natural resources governance, access to adjacent communities to natural resources such as forest, wildlife resources and mines for their livelihoods is still limited. Activity under this output will promote empowerment of local people in the governance of natural resources and increase their access to the resources for improving their livelihoods.

**Activities**

1. To identify cases where there is still limited devolution of power for management of forest, wildlife, mineral resources and other natural resources;
2. To assess the governance structure used in management natural resources adjacent to rural communities;
3. To establish extent at which local people access products from natural resources for their livelihoods;
4. To conduct capacity building activities to rural communities adjacent to natural resources to improve governance and benefits accrued from the resources; and
5. To carry out lobbying and advocacy work to enhance involvement of adjacent community in the governance of natural resources and increase their access to the resources for enhancing their livelihoods.

#### INTERMEDIATE OUTCOME 1.2: LEGAL SERVICES & JUSTICE FOR MARGINALISED GROUPS ENHANCED

##### Output 1.2.1 Legal aid services provided to the marginalised groups

Large numbers of citizens find themselves in problems mostly because of ignorance of the basic legal concepts including human rights, legal and the courts system[[5]](#footnote-6). In this regard legal aid is considered as central in providing access to justice by ensuring equality before the law, the right to counsel and the right to a fair trial especially for citizens who do not have sufficient financial means. Through legal aid, awareness on issues of human rights and citizen’s responsibility is raised, legal advice and counselling is given as well as legal assistance[[6]](#footnote-7) and representation[[7]](#footnote-8).

A number of delivery models for legal aid exist including duty lawyers, community [legal clinics](https://en.wikipedia.org/wiki/Legal_clinic) and the payment of lawyers to deal with cases for individuals who are entitled to legal aid.

***Activities***

1. Provide legal education to selected communities in Tanzania
   1. Awareness raising through different fora;
   2. Printing and dissemination of Information, educational and communication (IEC) materials;
2. Provide Legal advice and counselling;
3. Facilitate legal assistance and representation (establish partnership with legal aid providers in the country); and
4. Training paralegals and other human rights and governance defenders on how to handle and solve various legal issues pertaining to legal rights such as juvenile justice, child rights, wills, initiating and defending civil suits; matrimonial property rights, gender mainstreaming, forms of business organisation, cooperatives, environmental conservation and so forth.

##### Output 1.2.2: Capacities of personnel Implementing HR and Good Governance legal frameworks (eg Courts, Police, and Prison Services) developed.

The Government of the United Republic of Tanzania is committed to the protection and promotion of human rights as defined by the Constitution of the United Republic of Tanzania of 1977 and the Universal Declaration of Human Rights of 1948.

Various initiatives in the area of protection and promotion of human rights have been taken. These include ratification of international and regional human rights instruments, establishing national institutions, such as the Commission for Human Rights and Good Governance (CHRAGG)[[8]](#footnote-9). This is in order to ensure affordability and access to justice for all social groups, enhancement of independence of judiciary and integrity and professionalism of legal officers. More efforts are however needed in delivering human rights related services in the country for all citizens in particular the marginalised groups. This can be done through building capacities of personnel implementing human rights and Good Governance legal frameworks. This will lead to better social services provided to victims of the legal systems.

Furthermore, capacity building is a useful tool in engaging policymakers and different stakeholders in discussions about the content of policy, institutional mandates and the need for policy reform in the country[[9]](#footnote-10).

***Activities***

1. Analyse and translate key human rights and good governance legal and administrative frameworks;
2. Identify and prioritize capacity building needs; and
3. Conduct trainings to governance and human rights officers to enhance their capacity to render justice (Judges, Magistrates, Police Officers, Prosecutors officers, Prison Officers, etc).

#### INTERMEDIATE OUTCOME 1.3: CHILD RIGHTS

##### Output 1.3.1: Children rights promoted and protected

Human rights apply to all age groups; children have the same general human rights as adults. Realising that, Tanzania has ratified most major international human rights instruments on children including The UN Convention on the Rights of Child (CRC) and The African Charter on the Rights and Welfare of Children (ACRWC). Tanzania has also developed national and sectoral policies to promote the welfare of children since mid-1990s. For instance, The Child Development Policy, 2008 highlights the need to protect children living in difficult circumstances, such as orphans, children with disabilities, street children, children affected by natural disasters, children who cannot fend for themselves such as adolescent mothers. It also states that it shall provide directions on upbringing of children in difficult circumstances and therefore propose measures to promote protection of children living in difficult circumstances such as those in contact and in conflict with the law.

According to Tanzania Child Rights Status Report – 2013, the Government expenditure on children increased from 14.6% in 2004/05 to 16.2% in 2007/082 in education, health, water, labour and HIV/AIDS sectors. However, increasing expenditures has not changed the situation significantly. For example, in health, reduction in maternal mortality is still insignificant, although there is marked reduction in infant and child mortality. Deaths caused by HIV and AIDs and malaria are still the leading causes of death for children

In order to ensure full child rights, implementation of policies, plans and the international conventions, there should be a linkage among different sectors such as health, education, water, sports and entertainment food security, public security, laws and legal issues.

It has been noted for instance that children in conflict with the law are not accorded with basic services such as rehabilitation, contact with families, education, counselling and sometimes medical services are unavailable while in prison. Girls suffer more than boys as they lack critical needs such as sanitary napkins and underwear. In some prisons children lack beddings, clothing and they eat one meal per day[[10]](#footnote-11).According to the Convention on the Rights of the Child (CRC), a child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State. Difficult in attainment of the best interest of the children born within the prison premises or who accompanied their mother in prison for instance has been experienced in Tanzania.

***Activities***

1. Conduct assessment of legal frameworks to document best practices and shortfalls;
2. Advocate for better services for children in contact with the law;
   1. Supplies of the basic needs;
   2. Advocate for conducive environment for early childhood development; and
   3. Coordination of the alternative care or settlement.
3. Advocate for better services for children in conflict with the law
   1. Conduct a situation analysis to identify reasons for children to be in conflict with the law;
   2. Alternative sentencing for child offenders;
   3. Non-custodial means
   4. Provide spiritual and psychosocial support to in conflict with the law;
   5. Pilot modal facilities for children in custody.
4. Facilitate development of customary guidelines for guardianship of orphan children;
5. Develop Comprehensive guidelines for OVC/MVC services for guardians at all levels;
6. Conduct training to OVC care givers;
7. Advocate for customary guidelines on arrangement of customary adoption under family level;
8. Review and re-design rehabilitation programmes;
9. Establish Community Rehabilitation Centres (CRP)
   1. Supporting Psychological programs;
   2. Support vocational training and self-reliance activities;
10. Campaign for anti-punitive perception/measures at all levels
    1. Advocating on changing of mind set and attitudes towards criminalization of offenders;
    2. Advocating for corrective managements of offenders through proper correctional rehabilitation activities.
11. Raise public/community awareness on Law of the Child Act 2009 and the Convention on the Rights of the Child.

##### Output 1.3.2: Early child and forced marriage in Tanzania reduced

Early Child and forced marriage is observed as a human rights and sociological violation that has adverse consequences for those violated. Most of these marriages are arranged without the prior knowledge or consent of the bride and this act may result to domestic violence, forced sexual relations, early childbearing and greater exposure to HIV/AIDS infections. In addition, early child marriage leads to lack of education, isolation and psychological trauma.[[11]](#footnote-12)

Tanzania has one of the highest child marriage prevalence rates in the world. Child marriage in Tanzania occurs more frequently among girls who are the least educated, poorest and living in rural areas. About 61% of women aged 20-24 with no education and 39% with primary education were married or in union at age 18, compared to only 5% of women with secondary education or higher. The regions with the highest prevalence are Shinyanga (59%), followed by Tabora (58%) and Mara (55%), while Iringa has the least prevalence (8%) followed by Dar es Salaam (19%) and Kigoma (26%).[[12]](#footnote-13)

The activity aims at reducing early child and forced marriage in Tanzania through review of regulatory frameworks, capacity building to girls and community engagement.

***Activities***

1. Review Marriage Act in order to accommodate the definition of a child
2. Build capacity of girls at risk of child, early, and forced marriage (CEFM) through provision of information, skills, and supportive networks
3. Carry out community mobilization and outreach to shift attitudes towards early marriages
4. Develop and produce BCC materials for advocacy and community mobilization

##### Output 1.3.3: GBV events and VAC reduced

Gender-based violence (GBV) and Violence Against Children (VAC) are some of the major HIV/AIDS related problems in Tanzania. GBV and VAC have negative effects beyond health consequences that can affect family stability and livelihood. VAC in particular can affect child’s emotional, behavioural, physical health and social development throughout life. Given the magnitude and consequences of GBV and VAC, the government responded by developing a National policy and management guidelines for the health sector prevention and response to GBV and VAC.

The Tanzania Demographic and Health Survey of 2010 shows that, about 10% of women between the age of 15-49 report their first sexual intercourse was forced and that 48% of married women reported experiencing sexual violence. Also, although female genital mutilation is illegal, [United Nations Population Fund](http://www.unfpa.org/) statistics show Tanzania has recorded a rise in FGM prevalence in recent years with the Mara region leading at a prevalence of 39.9%, compared to the national average of  14.6%.[[13]](#footnote-14)

***Activities***

1. Conduct a survey on GBV and VAC and address issues that are not well addressed
2. Create community awareness on GBV and VAC and how to handle cases of GBV and VAC
3. Engage relevant bodies such as Tanzania Women Lawyers Association & TAMWA and media including TVs and radios (including community radios) to assist victims of GBV and VAC
4. Advocate for inclusion of GBV and VAC awareness issues in the Tanzania Education curriculum at primary school level (standard three to six).
5. Support formulation of women and girls rights coalitions in Tanzania
6. Conduct anti GBV and VAC campaign
7. Develop Behavioural change Communication (BCC)Materials

##### Output 1.3.4: Capacity of parents and care givers on proper parenting approaches developed

The process of promoting and supporting the [physical](https://en.wikipedia.org/wiki/Physical_fitness), [emotional](https://en.wikipedia.org/wiki/Emotion), [social](https://en.wikipedia.org/wiki/Social_development) and [intellectual development](https://en.wikipedia.org/wiki/Intellectual_development) of a [child](https://en.wikipedia.org/wiki/Child)  requires adequate parenting skills. Children need special attention since they depend on adults for care. The adults they depend on need to be guided to ensure child proper growth. Various factors such as social status, wealth, culture and income have influenced parenting methods used by parents. In Tanzania, efforts have been made to ensure children in particular the most vulnerable are supported with essential services[[14]](#footnote-15). However, lack of parenting guidelines together with low level of awareness and shared definitions of good parenting practices, have created wide variations in raising children in the country.

***Activities***

1. Map existing parenting programs at all levels
2. Review the comprehensive parenting guideline (ongoing - PO-RALG)
3. Train care givers on proper parenting approaches
4. Raise community awareness on proper parenting approaches

##### Output 1.3.5: Children right to play exercised

Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child’s soul[[15]](#footnote-16) . According to the Convention on the Rights of the Child in which Tanzania has ratified, it is the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. Therefore, parents must give children time to play, with special care and attention to children with disabilities[[16]](#footnote-17). Likewise centres taking care of children such as early childhood development centres and schools should ensure enough time and facilities for children to adequately play.

Implementation of this right has been a challenge in Tanzania due to low economic profile of most parents. It should be noted however that, a child may not need special facilities for him/her to play. Children are creative in their environment and once allocated with time they will design their games based on the available resources. To enable children exercise their right to play TIFPA will carry out the following activities;

***Activities.***

1. Conduct mapping of areas for children to play with different child development games;
2. Conduct community awareness on children’s right to play;
3. Train trainers on children games; and
4. Establish at least 5 Youth Social Justice clubs one in at least one school in each District of Dar es Salaam region.

## OUTCOME 2: ECONOMIC WELLBEING

#### INTERMEDIATE OUTCOME 2.1 CAPACITIES IN AGRICULTURE DEVELOPED

##### Output 2.1.1: Capacities on Climate smart agriculture developed

Majority of farmers live in the rural areas, and agriculture is their main source of income. Developing the potentials to increase productivity and income from smallholder farmers is the key to achieving global food security goals. The following challenges are mostly face by smallholder farmers, hence low productivity because of:

* Poor farming techniques;
* Limited access to quality farm inputs;
* Limited access to agricultural credit;
* Too much relying on rain;
* Inadequate production and post-harvest technologies;
* Inadequate disease control facilities;[[17]](#footnote-18) and
* Unreliable markets for agricultural cereal produce.

The above-mentioned challenges are compounded by the impacts of climate change, which are evidently prevalent among the farming communities affecting crop, livestock production, fish farming and other livelihood strategies. Prolonged drought periods, floods and unpredictable rains are common parameters of climate change affecting production systems. Adoption of climate smart agricultural practices would relieve farmers of the negative consequences of climate change.

***Activities***

1. Carry out community climate vulnerability and capacity analysis;
2. Undertake farming systems analysis to identify, map out and document existing in areas of interest, crop and livestock production practices, specific issues constraining agricultural production and people's needs and capacities;
3. Develop and pilot mapping tool for access to extension services for producers of high value variety crops;
4. Establish collective sale through construction of warehouses at village level and facilitate market linkages;
5. Study the value chains of livestock and develop actions to improve their performance;
6. Identify/strengthen producer and processors groups;
7. Build capacities to promote climate smart agricultural technologies including (water use efficiency, rainwater harvesting, greenhouses cover crops, minimum tillage in light of specific contexts in the intervention area;
8. Awareness creation on climate change impact, mitigation measures and adaptation strategies;
9. Raise awareness on the importance of tree planting and facilitate planting of trees in selected areas; and
10. Facilitate use of irrigation schemes.

##### Output 2.1.2: Capacities of the poor and marginalised groups (producers, growers, pastoralists) developed for enhanced access to, ownership and utilization of land.

Land ownership security is one of the issues hampering agricultural development among the smallholder farmers. Those lacking security of land ownership are sceptical of adopting land management practices such as terracing, agroforestry and tree planting; as their ownership to the land is uncertain. One of the issues around land tenure relates incompatibility of land laws and traditional land tenure systems. Location specific research and actions are imperative if we are to address the problem.

Lack of participatory land use plans which are operational is causing unsustainable/poor land management leading to land degradation, poor land productivity; partly because land owners have less motivation to invest in land management for continued and improved land productivity. Also, lack of participatory land use plans has resulted in improper use of the land. This, coupled with failure of institutions has allowed room for unscrupulous investors and the well-off taking advantage and colluding with leaders to dispossess farmers and pastoralists of the land they used to farm / graze on. Consequently, there is a growing problem of land scarcity leading to conflict between farmers and pastoralists, among farmers / pastoralists, between farmers and investors and between neighbouring villages.

Inadequate land use plans is the source of many conflicts specifically between farmers and livestock keepers. Insufficient knowledge of, and capacity to fully participate in, land use plans development and management leads to limited involvement of community members at all stages. This in turn contributes to land conflicts.

***Activities***

1. Undertake evidence based research on all kinds of land tenure disputes which deprives the poor and the marginalised sections from land ownership;
2. Train institutional actors (village councils, village land committees and ward tribunal) and ordinary farmers and pastoralists on land laws (including Land Act no. 4 of 1999 and Village Land no. 5 of 1999), land rights of marginalized groups (women, youth and disabled), and governance;
3. Create awareness to village councils and villagers on participatory village land use plans;
4. Facilitate development of village land use plans;
5. Facilitate acquisition of village land certificates;
6. Facilitate acquisition of certificate of customary right of occupancy (CCRO);
7. Facilitate implementation of the approved land use plans;
8. Review the existing land use plan guidelines;
9. Facilitate development of “participatory land use guidelines”; and
10. To sensitize community members to participate at all stages of land use and management.

##### Output 2.1.3: Capacities of farmers and pastoralists to access strategic investment funds at either affordable rates or at no interests developed.

Land tenure related issues, lack of technical know-how and lack of capital are key issues limiting farmers' and pastoralists' ability to engage profitably in crop and livestock production. This calls for capacity building in crop and livestock production and business planning, as well as linkages with financing institutions and produce markets. Moreover, it is important for farmers and pastoralists to organize themselves into production and marketing groups / cooperatives so as to improve their bargaining power.

***Activities***

1. Facilitate farmers and pastoralists to organize in groups and cooperatives;
2. Train farmers and pastoralists on improved agronomic and livestock husbandry practices;
3. Facilitate farmers and pastoralists to develop bankable business plans.
4. Link farmers and pastoralists with credit institutions; and
5. Link farmers with profitable markets.

##### Output 2.1.4: Kilimo Biashara (agribusiness) initiatives among peasant farmers and pastoralists facilitated

Tanzania has 94.5 million hectares of land of which 44 million hectares are classified as arable, but only 24% of the arable land is under cultivation. About 29.4 million hectares are assessed as potential for irrigation, of which 2.3 and 4.8 million hectares are regarded as high and medium potential, respectively[[18]](#footnote-19). Though the country is well endowed with a high potential base for agriculture development, there is only a small quantity of large-scale commercial farms in the sector. Agricultural production is dominated by smallholders who represent most of the rural families. Whilst most of them try to engage in commercial farming they notably sell from a minimum of one-quarter of their output to typically half or more within their local communities. Usually these local markets are dominated by middle men who buy their produce at low price.

The low market prices are due to a number of factors which includes exploitation by middle men and low quality of the produce resulting from low adoption of improved technologies. Other factors affecting prices include weak mechanism for accreditation, quality monitoring, grades and standards of agricultural products. This activity will;

***Activities;***

1. Sensitise farmers on Kilimo Biashara concept and share lessons from best practices that have business merits for farmers and pastoralists;
2. Build capacity of farmers on value addition;
   1. Conduct Value chain mapping to establish set of linked activities for improved production and
   2. Develop Value chain linkage initiatives for promotion of agricultural value addition.
3. Conduct participatory market surveys to enable farmers identify nodes existing in various crops/livestock value chains for meaningful linkages with the same;
4. Establish linkages between markets and farmers to access inputs and agricultural services;
5. agribusiness firms and processors, by-passing marketing middlemen carry out price survey and share with farmers to ensure selling of their produce at maximum market price;
6. Facilitate a structured Markets system that benefits growers processor and consumers;
7. Promote use of accurate and approved measuring instruments as per Tanzania Weight Measurement Agency (WMA) standards;
8. Build capacity of farmers to promote development of contract farming with large farms;
9. Establish bulking/storing, processing and marketing centres; and
10. To facilitate farmers towards market oriented production.

##### Output 2.1.5: Access to insurance services and other support services for producers’ economic activities increased.

Farming in developing countries is exposed to a variety of income uncertainties ranging from fluctuation of prices and unpredictable weather patterns, thus holding back efforts to lift people out of poverty as farmers (in particular small scale farmers) have no access to loans and other benefits[[19]](#footnote-20). Agriculture insurance could be a solution to the risk and uncertainties. Tanzanian small farmers and livestock keepers are not covered by traditional insurance services due to reasons including higher risks involved and long term period for returns. Despite these reasons it is still necessary to ensure that farmers are insured for compensation in case of disasters.

TIFPA looks forward to work with ministries related to agriculture and other relevant stakeholders in ensuring access to insurance services.

**Activities**

1. Propose development of agricultural insurance policies;
2. Sensitise farmers and livestock keepers on the policy; and
3. Support access to insurance services.

#### INTERMEDIATE OUTCOME 2.2: IMPROVED LIVELIHOODS

##### Output 2.2.1: Income generating activities (IGAs) to empower women and youth economically implemented.

The present country profile identified persisting gender inequalities in Tanzania Mainland, particularly in terms of access to productive resources, income generating and employment opportunities, time use patterns and educational possibilities. Significant shares of female (48 percent) and male (34 percent) workers in rural areas have multiple occupations, but women are over represented in unpaid employment, particularly in their second occupation.[[20]](#footnote-21)

***Activities***

i. Identify income generating activities (IGA) suitable for selected women and youth in given areas;

ii. Carry out training needs assessment for each IGA;

iii. Conduct entrepreneurship training for women and youth in each IGA;

iv. Carry out market analysis for items prepared by women and youth using locally available resources and recommend best markets ((both local t and external market);

v. Establish/strengthen day care or centres for children whose mothers’ engage in income generating activities; and

vi. Establish/strengthen business women/youth associations/groups to enable access to loans and other opportunities at local level.

#### INTERMEDIATE OUTCOME 2.3: SCIENCE TECHNOLOGY AND INNOVATION (STI) CAPACITIES ENHANCED

##### Output 2.3.1: Capacities on Science, Technology and Innovations (STI) enhanced

Science, Technology and Innovation (STI) are increasingly important for social, economic and sustainable development. Formulation of effective STI policies is critical in facing the major challenges ahead for achieving the 2030 Agenda, such as freshwater conservation, infrastructure development, promoting inclusive and sustainable industrialization and combating climate change, a few to mention[[21]](#footnote-22).

Effective policies usually guides development of STI capacities which are important prerequisites for structural and social transformation that enable economic growth, human development and poverty reduction. Full capacities are usually linked to research which would critically analyse country-specific needs prior to adapting, developing and utilizing existing and emerging science and technology related initiatives.

**Activities**

1. Undertake policy analysis to address social-economic development gaps;
2. Carry out selected research on science, technology and innovation to enhance socio-economic development;
3. Build capacities of young researchers, fresh graduates and entrepreneurs based on the research results;
4. Establish public private partnerships on selected economic empowerment Initiatives addressing respective social justice issues in vulnerable and marginalised communities; and
5. Document best practices that work on economic development models for the poor such as Grameen Bank in Bangladesh etc.

##### Output 2.3.2: Technology transfer, innovations, and adaptation production systems for efficient crops production and animal husbandry promoted

Sustainable intensification of smallholder farming is a serious option for satisfying 2050 global requirements and alleviating persistent poverty. That option seems far off for Sub-Sahara Africa (SSA) where technology and innovation driven production has largely failed. Such technological innovations that are yet to be adopted by the majority of small holder farmers include but not limited to improved seeds, storage facilities and animal breeds. In many cases, they are not adopted because they are either unknown to the smallholder farmers or they are no effective systems in place[[22]](#footnote-23).

As Sub-Saharan Africa seeks to boost innovation, adopt new technologies, and disrupt ‘business as usual’ practices, it will be critical that Tanzanian government continue to tackle unknown skills knowledge, methods of manufacturing, samples of manufacturing, and facilities in order to ensure that scientific and technological developments are accessible to a wider range of users particularly the marginalised groups.

Transfer of technological innovations could be an appropriate approach to cover existing gaps and enable development of new products, processes, applications, materials and services.

***Activities:***

1. Identify Technologies and innovations required for efficient production of crops and animal husbandry;
2. Pilot selected technologies; and
3. Upscale successful case studies.

## OUTCOME 3: SOCIAL SERVICES

#### INTERMEDIATE RESULT 3.1 IMPROVED HEALTH

##### Output 3.1.1: Access to health services assured

Better health is central to human happiness and well-being. It helps shield families from the financial risk of the unanticipated health expenses of serious illness or injury, and facilitates access to the health care system, thereby improving health outcomes. It also makes an important contribution to economic progress, as healthy populations live longer and are more productive.

***Activities***

1. Conduct situation analysis on community membership to health insurance schemes;
2. Carry out a survey on the affordable health insurance schemes to the poor and the marginalised groups;
3. Sensitise communities on the importance of health insurance and inform on the available affordable health insurance schemes in the country;
4. Print and disseminate information, education and communication (IEC) materials related to Health Insurance Schemes in Tanzania;
5. Facilitate communities to select affordable insurance schemes and join the selected one;
6. To advocate for Universal health coverage by participating in the formulation and implementation of the new health financing strategy ( on-going by the Ministry responsible for health); and
7. Create an advocacy forum to abolish user fees in public health facilities .

##### Output 3.1.2: Sexual and reproductive health education to reduce teenage pregnancies provided

Many young people worldwide are affected by reproductive health problems including infection of HIV/ AIDS[[23]](#footnote-24). Adolescents use their second decade of life in a transitional period where they are exposed to risks and become vulnerable to problems that can have a long-term impact on their lives. Such problems include drop out of school, early marriages, and early pregnancies, sexually transmitted infections, taking alcohol and drug abuse.

Most teenagers find themselves in problems due to ignorance or possession of inadequate or improper knowledge on reproductive health. Sexual education is the most useful way to reduce problems associated with sex as it makes them become more responsible in making decisions about their life given understanding in physical changes accompanying puberty, biology of reproduction and responsibilities associated with family life[[24]](#footnote-25)

***Activities***

1. Provide health and reproductive health education;
2. To carry out sensitization programmes on teenage pregnancy prevention strategies at Primary and secondary schools;
3. Establish youth friendly services centres for (health issues, Human Rights, and Behaviour change); and
4. Carry out an assessment on the implementation of sexual and reproductive health education in primary schools in Tanzania.

##### Output 3.1.2: Healthy lifestyles promoted

Unhealthy lifestyles such as unhealthy diet, lack of physical activity & exercise, tobacco use and excessive alcohol consumption represent one of the world’s major health challenges, both in terms of the great human suffering they cause, as well as immense harm they inflict on the socioeconomic development. They have been the causative agents for most non-communicable diseases (NCDs) such as heart disease and stroke, diabetes, cancer and chronic lung diseases. These four diseases alone cause over 60% of all deaths worldwide with the poorest countries suffering most[[25]](#footnote-26). This is a wake-up call for nations to prevent unhealthy behaviours as much as possible and promote health life styles.

Tanzania among other countries also suffers consequences of unhealthy styles dues to urbanisation and social change (e.g., poor diet, excessive salt intake, limited physical activity) as well as aging. The country however has taken several initiatives in fighting impacts of unhealthy life styles. For instance, The Tanzania Health Sector Strategic Plan July 2015 – June 2020 was established with among the actions identified being to promote healthy lifestyles, including enhancing the growing interest to invest in sports among employers.

In addition, Lifestyle diseases have pushed the government to launch a national physical fitness campaign that aims at curbing increasing rate of non-communicable diseases.[[26]](#footnote-27) Moreover, communities’ especially pregnant women and children under 5 years of age still do suffer from lack of proper balanced diet.

In support of the country initiatives, the organisation will provide access to information to communities on the importance of healthy lifestyles through various approaches including use of media and face to face campaigns.

***Activities***

1. Conduct media campaigns on healthy lifestyles for all;
2. Conduct case studies to document best practices;
3. Carry out cross border learning visits; and
4. Face to face sessions on healthy lifestyles for different target groups.

##### Output 3.1.3 Health literacy and rights to health among the citizens promoted

Poor people face a variety of barriers when accessing health care in Tanzania. Some of these barriers could no doubt be eliminated if poor people were actually more aware of health policies, as a lack of information often leads to undesirable results such as delayed medical treatment, improper health seeking behaviours, and even foregoing medical treatment. This situation contributes to morbidities and mortalities among this group of poor people that could otherwise be avoided, at least to some extent.

***Activities***

1. Conduct an analysis on the current situation on awareness on selected health policies and rights to health;
2. Assessment on peoples’ engagement on health policy formulation and implementation;
3. Provide mass media communication on the key health policies and rights
4. Create a lobby forum for people-centred health policies and interventions;
5. Develop specific interventions on life style modification; and
6. Advocate for availability of subsidized treatment costs for most prevalent NCDs such as Hypertension and *Diabetes Melitus*.

#### INTERMEDIATE RESULT 3.2 ENHANCED QUALITY EDUCATION

##### Output 3.2.1: Creativity, innovation and critical thinking in young children enhanced

The current world is evolving more rapidly than the capacity of any existing education systems. The challenge of learning is getting harder and harder for the next generations. People with the knowledge and skills to generate new ideas and technologies, bring them to the market, and implement them in the workplace, and who are able to adapt to structural changes across society are needed.[[27]](#footnote-28)

It is not known how tomorrow will look like, but flexible models are able to face the occurring changes. Ability to adapt to changes helped our ancestors to survive on this planet for about six million years. This leads us to the question; what is the most important skill to teach our kids in schools? Building creative and innovative minds that can adapt and face future unpredictable challenges is the best answer to this question

Currently, with the policy of free education in Tanzania, a large base of students are privileged to access basic primary school and secondary school education in Tanzania. However, standards, quality and infrastructure have limited capacity to produce creative and innovate generation, the future think tanks for the evolving world.

Experience from students at all levels, indicate that, they do not acquire and sustain lifelong learning which would have made them critical thinkers. Most of our teachers use lectures to facilitate learning with very limited involvement of learners except through doing assignments. This encourages memorization and kills creativity and critical thinking.

Provision of supplementary material such as story books from early child hood to higher education would help children to learn more than one subject through the stories; for example (Three R’s) Writing, Reading and Arithmetic for early childhood. Stories which will involve a student to think outside the box (involve critical thinking, active participation in the class as well as projects which students will have to do out of school environment. This is what is called Competence based Education.

This activity will focus on ensuring active learning techniques in schools to improve creativity and critical thinking in young children

***Activities***

1. Revisit primary school curriculum to include learning techniques, reading competition
2. Advocate for learner centred and gender responsive pedagogy
3. Training of teachers on participatory methodologies
4. Training teachers on the use of theatre as a teaching methodology
5. Stakeholders meeting on active learning
6. Study tour for students
7. Creation of story books from early child hood education to higher education
8. Evaluation of CBC to assess against those agreed competencies (Evaluation will be done on definite criteria which are linked to learning outcomes )

##### Output 3.2.2: Communities and schools sensitised on inclusive basic education (including pregnant girls)

Some children are excluded from education because of disability, race, language, religion, gender, and poverty. It is the right of every child to be supported by their parents and community to grow, learn, and develop in the early years, and, upon reaching school age, to go to school. According to the [*World Report on Disability,*](http://www.who.int/disabilities/world_report/2011/en/index.html) approximately one billion people in the world are living with a disability. Children with disabilities are less likely to start school and if they do, they are unlikely to reach secondary school level[[28]](#footnote-29). It should be noted that inclusive education does not deal with people with disability, but it strengthens the capacity of all learners. For the purpose of this activity inclusiveness will focus on children with disability.

Access to school for children with disability is often limited by a little understanding on their needs, few trained teachers, unfriendly school environment and unavailability of teaching & learning facilities. Denying these children with their right to [education](http://www.globalpartnership.org/education) has a lifelong impact on learning, achievement and employment opportunities, hence hindering their contribution to development.

The Tanzania Education Policy 2014 provides for inclusiveness, however teachers and students have not be prepared for this approach.

TIFPA in collaboration relevant stakeholders will critically analyse factors affecting inclusive education in particular children with disability, young pregnant girls and young mothers as well as non-disabled out of school children. The analysis will guide for documentation of best practices on successful inclusive education strategies.

***Activities***

1. Conduct baseline study for kids out of schools;
2. Carry out an assessment on reasons/factors affecting inclusive education; and
3. Document and share best practises from in/outside the country on successful inclusive education strategies.

##### Output 3.2.3: Soft skills imparted to graduating Students

The strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skilful. The development of human capital is thus important. Without a quality human capital, a nation will be weak as human force capable to embark on new initiatives and perspectives will be limited. A quality human capital comes from a quality education process. A carefully designed and well-planned education system is critical to developing such human capital[[29]](#footnote-30).

Higher learning institutions plays a very important role to produce a human capital that is highly knowledgeable and skilful to meet the demand and expectations of many people. The teaching and learning processes in institutions of higher learning should be capable to provide such knowledge and skills (both hard and soft skills[[30]](#footnote-31)) to future graduates.

The current education system in Tanzania is focused on hard skills preparing workers to serve in the public & private sectors. Development of soft skills is limited. Little/no emphasis is put on identification and development of graduates gifts and talents such as entrepreneurial skills. This could be achieved through giving students opportunities to identify, recognise and appreciate the potential of the skill, develop and most importantly put in use their soft skills. These includes:-

* Communicative skills;
* Thinking skills and problem solving skills;
* Team work force;
* Life-long learning and Information Management;
* Entrepreneur skill;
* Ethics, moral and professionalism; and
* Leadership skills.

***Activities***

1. Review basic education curricula self-reliance philosophy;
2. Share review recommendations with relevant stakeholders to advocate for smooth re-introduction of self-reliance philosophy ;
3. Conduct skills training for fresh graduates; and
4. Link fresh graduates with opportunities for short courses related to soft skills development.

##### Output 3.2.4: Educational leadership and research centre established

Leadership is next to teaching. Educational sector lack competent educational leaders. Besides most of decisions made in our schools are not evidence based. Capacity building of educational leaders together with researching education could bring good outcome to Tanzanian education at different levels.

***Activities***

1. Formulate constitution on a non-for profit & a non-membership centre;
2. Establish a leadership & research centre;
3. Research key issues related to education leadership in Tanzanian schools;
4. Train school leaders on matters related to school leaders for sustainable development of education in the country; and
5. Train school leaders in action research.

##### Output 3.2.5: Scholarship fund established

Leadership is next to teaching. The Tanzanian education sector is facing a number of challenges including inadequacy of competent educational leaders. Besides most of decisions made in our schools are not evidence based. Capacity building of educational leaders together with researching on the education system could bring a good outcome to Tanzanian education at different levels.

It is estimated that 1 billion people who live with a disability face a multitude of barriers to participating equally in society. In particular, their right to education is often not realised, which in turn hinders their access to other rights and creates enormous obstacles to reaching their potential and effectively participating in their communities. A combination of reasons including discrimination, social attitudes, poverty, lack of political will, and poor quality of human and material resources leave children with disabilities more vulnerable to being excluded from education .

It should be noted that when disabled children get an opportunity to receive a quality education it enables them to secure other rights throughout their lifetime, fostering better access to jobs, health and other services. For education to play this role as it must be of high quality, available equitably, built to tackle discrimination and allow each child to flourish.

Several initiatives have been taken to ensure inclusiveness. However, no single fund exists in the country to support education of these children. Scholarship fund could be a solution to make them access easily education.

***Activities***

1. Asses legal frameworks related to children with disabilities and , and set out recommendations to the government for review where need be;
2. Mapping persons with disability in need of scholarship;
3. Establish working mechanisms for administering the fund; and
4. Mobilise seed capital at international and local level.

#### INTERMEDIATE RESULT 3.3 WATER RESOURCES PROTECTION

##### Output 3.3.1: Protection and preservation of water sources enhanced

Freshwater is a basic natural resource which is an integral part of the environment. It is an essential component of welfare and productivity and therefore water sources should be conserved and utilised in a sustainable manner.[[31]](#footnote-32) It has been indicated that 1.3 billion People do not have access to adequate supplies of safe water and two (2) billion people do not have access to adequate sanitation. Although these people are dispersed throughout the world, some countries in Africa including Tanzania face water shortage and so they are classified as water stressed[[32]](#footnote-33).

Climate change and human activities such as agriculture and industries have increased demands upon the country’s water resource base and the environment, hence its sustainability is threatened.

There is a need therefore to protect the available water sources sustainably though approaches including carrying out research, community engagement, carrying out initiatives such as water reservoirs constructions, formulation / promotion of relevant formal and informal institutions, law enforcement, campaigning against traditions and norms working against water resource protection etc.

***Activities***

1. Conduct analysis of water point mapping studies to identify accountability/ technical and equity gaps;
2. Carry out research on performance of formal and informal water institutions in water resource governance;
3. Strengthen collaboration with Water sector Partners to identify key areas for advocacy;
4. Create public, private partnerships (PPP), engage communities and corporate on protection and preservation of water resources.
5. Dialogue with the government to advocate for equitable allocation of resources in the water sector;
6. Cary out research on water recycling approaches and share best practices for implementation;
7. Provide water protection and preservation education to reduce water shortages in the country; and
8. Advocate for institutions proven to enhance water resource protection, and against institutions constraining water resource protection.

#### INTERMEDIATE RESULT 3.4 INFRASTRUCTURE IMPROVEMENT

##### Output 3.4.1: Spirit of voluntarism in supporting construction/maintenance of infrastructure for provision of social services increased

The history of participatory development in Tanzania can be traced from Mwalimu Nyerere’s policy of Socialism and Self Reliance (‘*Ujamaa na Kujitegemea*’). The early independence years were a period of self-help projects, in which community members worked together to build schools, roads and village health posts using their own labour and materials. The Arusha Declaration most important overarching aim was to see that the government mobilizes all the resources of the country towards the elimination of poverty, ignorance and diseases.

The post Independence government’s commitment to enhance community participation in development planning and budgeting has emanated from the Constitution of the United Republic of Tanzania 1977. Article 145 and 146 of the Constitution empower the people to govern their local affairs and their development planning through the establishment of Local Government Authorities (LGAs).

To encourage community initiatives in accordance with these Articles, the government authorized local government reform agenda, where local government authorities are responsible for basic social services in their areas of jurisdiction such as primary education, health care, extension, village water supply, sewerage systems also maintenance of local roads[[33]](#footnote-34). Citizens were thus voluntarily working to ensure social services within their coverage are operational in collaboration with local leasers.

This spirit is however reduced because most LGAs are dependent on the central government for technical and fiscal resources. Some policies such as free basic education for all have had negative effects to some poor, marginalised and vulnerable communities, leaving them behind in the development plane. Such communities needs have to be clearly mapped out and strategise developed to ensure their equitably access social services including education for their children. They have to be empowered to have a sense of commitment and a feel of responsibility on matters related to their own development. Thus the activity aims at raising awareness of such communities to participate voluntarily on development and maintenance of social services infrastructures instead of relying on the government. Such basic social services which are vital for the well being and survival of such communities include schools, health including awareness o sanitary aspects o their daily lives such as construction of public toilets, hospitals, laboratories, and access to safe water through wells, dams, and other water points, for human and pastoral consumption. This is a vital gap which need to be addressed urgently.

***Activities***

1. Carry out situation analysis of the status of community participation in social services development;
2. Disseminate situation analysis report to the public;
3. Campaign for properly maintained social services voluntarily;
4. Establish/enhance PPP in maintain ace of public social services;

# CHAPTER FOUR

# MANAGEMENT

Management is an important part of organisation as it involves design, implementation, evaluation, and maintenance of the process of work, in order to improve efficiency and productivity. Some of the management issues involved are:-

* Budget Management;
* Human Resources;
* Sales and Marketing;
* Records Management;
* Website Maintenance;
* Project Management;
* Facilities Management;
* Space Management; and
* Safety and Security Management.

For efficiency in management competent personnel and working facilities are required. Fortunately, TIPFA has very competent experts in all proposed outcomes. However, there are no office facilities to support the experts in running the organisation. Currently there is a single office that is available for the organisation. To start with, the following facilities will be required:-

* At least a 3 rooms rented office space;
* 2 vehicle;
* 2 tables per office hence 6;
* 2 Shelves per office;
* 2 chairs per table hence 12 chairs;
* Equipment and tools
  + 6 Computers &Laptops
  + 2 Printers
  + 1 Photocopy machines
  + Stationeries (printing papers, pen, pencils, rulers, files, stapler machines, staple pins)
* Utilities operational costs
  + Rent/ maintenance
  + Security
  + Water bills
  + Electricity bills
* Publication and Information, Education and Communication materials
* Website maintenance

# CHAPTER FIVE

# WORKPLAN AND BUDGET

# ANNEX 1: STRATEGIC ACTIVITIES

| **SN** | **OUTPUT** | **OUTPUT INDICATORS** | **ACTIVITIES** | **MEANS OF VERIFICATION** | **TIMELINE** |
| --- | --- | --- | --- | --- | --- |
|  | **OUTCOME 1: GOVERNANCE AND HUMAN RIGHTS** | | | | |
|  | **INTERMEDIATE OUTCOME 1.1: CIVIC COMPETENCE ENHANCED** | | | | |
| 1.1.1 | ​Capacity​of ​​community​​based​​leaders​​on​​good​​governance​​and​​human rights developed | # of communities reached  # of community based leaders trained | 1. Conduct​​review​​and​​Training​​on​​legal​​mandate​​of​​community​​leaders 2. Training​​on​​responsibility​​and​​accountability 3. Training​​on​​Budget​​and​​Planning 4. ​​Training​​on​​Social​​​​and​​resources​​mobilization​​for​​community​​essential​​needs 5. ​​Training​​on​​Land​​use​​and​​environmental​​conservation 6. ​Training​​on​​understanding​​developmental​​Policies​​and​​translation​​to​​their​​people. 7. Translation,​​printing​​and​​distribution​​of​​booklets​​containing​​simplified​​Government Laws​​and​​Regulations​​Governing​​Land​​use,​​Health,​​Environment​​conservation,​​Education | * Activity reports * Printed materials |  |
| 1.1.2 | Civil Education on the Constitution Making in Tanzania provided | # of communities reached  # of people(male and female) reached | 1. Conduct situation analysis of the 1977 constitution and other East African countries 2. Conduct situation analysis of the 1977 constitution and other East African countries 3. Share best practices based on the situation analysis and provide the way forward to reviving the constitution reforms 4. Collect opinion on the “*Warioba Consitution* ” and what could be the best way forward to revive the constitution reforms which have been stopped by the seemingly misunderstanding between political parties 5. Participate in the *Jukwaa la Katiba* (or any other national civil society forum advocating for formulation of new constitution in order to engage in the way forward of reviving the stalled new constitution making process in Tanzania; and 6. Provide civic education to selected communities. | * Activity reports * Media clips |  |
| 1.1.3 | Civil engagement in planning and coordinating development (O&OD) issues strengthened. | # of civil society organisations reached  # of partnerships created | 1. Carry out civil society assessment 2. Analyse regulatory frameworks related to Civil engagement in planning and coordinating development and advise the government accordingly 3. Capacity development of civil society organizations to fully participate in development 4. Strengthen TIFPA’s partnerships with civil society and promote civic engagement | * Assessment report * Analysis reports * Workshop reports * Database of partners |  |
| 1..1.4 | Conflict between farmers and pastoralists around protected areas (PA) resolved. | # of areas with conflicts reached | 1. To organise stakeholders’ sensitisation meeting between conservation and livestock sectors around Protected Area 2. To conduct assessment for identifying villages bordering PAs without with land use plans 3. To support preparation of land use planning of villages bordering PA to ensure that livestock grazing areas are set aside on village land 4. To undertake carrying capacity of each grazing land in each village 5. To conduct livestock identification in each village 6. To conduct sensitisation at each village to allow number as per carrying capacity of grazing land 7. Facilitate groups where farmers and pastoralists can reach a lasting solution to their problems by discussing their issues openly | * Workshop reports * Assessment report * Land use plans * Activity reports |  |
| 1.1.5 | Access to adjacent natural resources by rural communities improved. |  | 1. To identify cases where there is still limited devolution of power for management of forest, wildlife, mineral resources etc 2. To assess the governance structure used in management natural resources adjacent to rural communities 3. To establish extent at which local people access products from natural resources for their livelihoods 4. To conduct capacity building activities to rural communities adjacent to natural resources to improve governance and benefits accrued from the resources 5. To carry out lobbying and advocacy work to enhance involvement of adjacent community in the governance of natural resources and increase their access to the resources for enhancing their livelihoods. |  |  |
|  | INTERMEDIATE OUTCOME 1.2: LEGAL SERVICES & JUSTICE FOR MARGINALISED GROUPS ENHANCED | | | | |
| 1.2.1 | Legal aid services provided to the marginalised groups | # of legal aid services established  # of people received legal aid services  # of people reached through legal education | 1. Provide legal education to selected communities in Tanzania    1. Awareness raising through different forum, media, etc    2. Printing and dissemination of Information, educational and communication (IEC) materials 2. Provide Legal advice and counselling 3. Facilitate legal assistance and representation (establish partnership with legal aid providers in the country) | * Activity reports * List of persons supported |  |
| 1.2.2 | Capacities of personnel Implementing HR and Good Governance legal frameworks (eg Courts, Police, and Prison Services) developed. | # and types of categories of people reached | 1. Analyse and translate key HR and GG legal frameworks 2. Identify and prioritize capacity building needs 3. Conduct trainings to governance and human rights officers to enhance their capacity to render justice (Judges, Magistrates, Police Officers, Prosecutors officers, Prison Officers, etc) | * Analysis reports * Needs assessment reports * Training reports * Attendance sheets |  |
|  | **INTERMEDIATE OUTCOME 1.3: CHILD RIGHTS** | | | | |
| 1.3.1 | Children rights promoted and protected | # of children reached  # of initiatives established | 1. Conduct assessment of legal frameworks to document best practices and shortfalls 2. Advocate for better services for children in contact with the law    1. Supplies of the basic needs    2. Advocate for conducive environment for early childhood development.    3. Coordination of the alternative care or settlement 3. Advocate for better services for children in conflict with the law    1. Conduct a situation analysis to identify reasons for children to be in conflict with the law.    2. Alternative sentence.    3. Non-custodial means    4. Provide spiritual and psychosocial support to in conflict with the law    5. Pilot modal facilities for children in custody 4. Facilitate development of customary guidelines for guardianship of orphan children 5. Develop Comprehensive guidelines for OVC/MVC services for guardians at all levels 6. Conduct training to OVC care givers 7. Advocate for customary guidelines on arrangement of customary adoption under family level 8. Review and re-design rehabilitation programmes 9. Establish Community Rehabilitation Centres (CRP)    1. Supporting Psychological programs    2. Support vocational training and self-reliance activities 10. Campaign for anti-punitive perception/measures at all levels     1. Advocating on changing of mind set and attitudes towards criminalization/offenders     2. Advocating for correction managements of offenders through proper correctional rehabilitations /activities. 11. Raise public/community awareness on Law of the Child Act 2009 and CRP | * Assessment reports * Activity reports * Customary guidelines * Training reports * List of rehabilitation programmesdesigned and operating |  |
| 1.3.2 | Early child and forced marriage in Tanzania reduced | % of CEFM reduced | 1. Review of the Law of Marriage Act 1971 in order to accommodate the definition of a child 2. Build capacity of girls at risk of child, early, and forced marriage (CEFM) through provision of information, skills, and supportive networks 3. Carry out community mobilization and outreach to shift attitudes towards early marriages 4. iv. Develop and produce BCC materials for advocacy and community mobilization | * Reviewed marriage Act * Training reports * Activity reports |  |
| 1.3.3 | GBV events and VAC reduced | # of GBV reduced  # VAC reduced | 1. Conduct a survey on GBV and VAC and address issues that are not well addressed 2. Create community awareness on GBV and VAC and how to handle cases of GBV and VAC 3. Engage relevant bodies such as Tanzania Women Lawyers Association & TAMWA and media including TVs and radios (including community radios) to assist victims of GBV and VAC 4. Advocate for inclusion of GBV and VAC awareness issues in the Tanzania Education curriculum at primary school level (standard three to six). 5. Support formulation of women and girls rights coalitions in Tanzania 6. Conduct anti GBV and VAC campaign 7. Develop Behavioural change Communication (BCC)Materials | * Survey report * Awareness raising reports * List of women and girls rights coalitions formed * Advocacy reports |  |
| 1.3.4 | Capacity of parents and care givers on proper parenting approaches developed | # of parents and care givers reached | 1. Map existing parenting programs at all levels 2. Review the comprehensive parenting guideline (ongoing - PO-RALG) 3. Train care givers on proper parenting approaches 4. Raise community awareness on proper parenting approaches | * List of parenting programs * Reviewed parenting guideline * Training and awareness raising reports |  |
| 1.3.5 | Children right to play exercised | # of communities reached  # people reached (male and female) | 1. Conduct mapping of areas for children to play with different child development games 2. Conduct community awareness on children’s right to play 3. Train trainers(TOT) on children games 4. Establish at least 5 clubs one in each school in Dar es Salaam Municipality | * List of of areas for children to play * awareness raising reports |  |
|  | **OUTCOME 2: ECONOMIC WELLBEING** | | | | |
|  | **INTERMEDIATE OUTCOME 2.1 CAPACITIES IN AGRICULTURE DEVELOPED** | | | | |
| 2.1.1 | Capacities in climate smart agriculture developed | * # of community members (farmers, elders, village and traditional leaders, religious leaders, extension officers) involved in transect walk, hazards mapping, focus group discussion and key informant interviews. * # of location-specific agricultural constraints * # of farmers trained on climate smart agriculture & irrigation * # trained on climate change impacts and adaptation measures * # involved in training and campaigns on tree planting | 1. Carry out community climate vulnerability and capacity analysis 2. Undertake farming systems analysis to get hold of FS existing in areas of interest, crop and livestock production practices, specific issues constraining agricultural production and people's needs and capacities 3. Develop and pilot mapping tool for access to extension services for producers of high value variety crops 4. Establish collective sale through construction of warehouses at village level and facilitate market linkages 5. Study the value chains of livestock and develop actions to improve their performance. 6. Identify/strengthen producer and processors groups 7. Build capacities to promote climate smart agricultural technologies including (water use efficiency, rainwater harvesting, greenhouses cover crops, minimum tillage in light of specific contexts in the intervention area 8. Awareness creation on climate change impact, mitigation measures and adaptation strategies 9. Raise awareness on the importance of tree planting and facilitate planting of trees in selected areas 10. Facilitate use of irrigation schemes | * Reports * Tools * List of producer and processors groups * Awareness raising and other activity reports |  |
| 2.1.2 | Capacities of the poor and marginalised groups (producers, growers, pastoralists) developed for enhanced access to, ownership and utilization of land. | % of people reached  # of village land use plans reviewed  # of actors and farmers trained  # of villagers involved in awareness raising activities  #of VLUPs developed  # of certificates acquired  # of CCROs acquired | 1. Undertake evidence based research on all kinds of land tenure disputes which deprives the poor and the marginalised sections from land ownership. 2. Train institutional actors (village councils, village land committees and ward tribunal) and ordinary farmers and pastoralists on land laws (including Land Act no. 4 of 1999 and Village Land no. 5 of 1999), land rights of marginalized groups (women, youth and disabled), and governance. 3. Create awareness to village councils and villagers on participatory village land use plans 4. Facilitate development of village land use plans (VLUPs) 5. Facilitate acquisition of village land certificates. 6. Facilitate acquisition of certificate of customary right of occupancy (CCRO) 7. Facilitate implementation of the approved land use plans. 8. Review the existing land use plan guidelines. 9. Facilitate development of “participatory land use guidelines”. 10. To sensitize community members to participate at all stages of land use and management | * Research reports * Training reports * Awareness raising reports * Village land certificates. * Land use guidelines * Reviewed land use plan guidelines. |  |
| 2.1.3 | Capacities of farmers and pastoralists to access strategic investment funds at either affordable rates or at no interests developed. | # of groups established/strengthened  # of farmers and pastoralists trained  # of business plans developed  # of relevant credit institutions and produce buyers identified | 1. Facilitate farmers and pastoralists to organize in groups and cooperatives 2. Train farmers and pastoralists on improved agronomic and livestock husbandry practices. 3. Facilitate farmers and pastoralists to develop bankable business plans. 4. Link farmers and pastoralists with credit institutions. 5. Link farmers with profitable markets. | * List of groups and cooperatives * List of bankable business plans. * Training reports |  |
| 2.1.4 | Kilimo Biashara (agribusiness) initiatives among peasant farmers and pastoralists facilitated | # of kilimo Biashara initiatives established  # of researches conducted  # farmers reached | 1. Sensitise farmers on *Kilimo Biashara* concept and share lessons from best practices that have business merits for farmers and pastoralists 2. Build capacity of farmers on value addition    1. Conduct Value chain mapping to establish set of linked activities for improved production    2. Develop Value chain linkage initiatives for promotion of agricultural value addition. 3. Conduct participatory market surveys to enable farmers identify nodes existing in various crops / livestock value chains for meaningful linkages with the same. 4. Establish linkages between markets and farmers to access inputs and agricultural services. 5. carry out price survey and share with farmers to ensure selling of their produce at maximum market price 6. Facilitate a structured Markets system that benefits growers processor and consumers 7. Promote use of accurate and approved measuring instruments as per Tanzania Weight Measurement Agency (WMA) standards. 8. Build capacity of farmers to promote development of contract farming with large farms. 9. Establish bulking/storing, processing and marketing centres | * Sensitization and capacity building reports * Survey reports * Activity reports |  |
| 2.1.5 | Access to insurance services and other support services for producers’ economic activities increased. | # of farmers and livestock keepers with access to insurance services | 1. Propose development of agricultural insurance policies 2. Sensitise farmers and livestock keepers on the policy 3. Support access to insurance services | * Activity reports |  |
|  | **INTERMEDIATE OUTCOME 2.2: IMPROVED LIVELIHOODS** | | | | |
| 2.2.1 | Income generating activities (IGAs) to empower women economically implemented. | # of IGAs introduced and implemented  # of women participating in introduced  # of women trained  # of women groups/associations formed | 1. Identify income generating activities (IGA) suitable for selected women in given areas 2. Carry out training needs assessment for each IGA 3. Conduct entrepreneurship training for women in each IGA 4. Carry out market analysis for items prepared by women using locally available resources and recommend best markets ((both local t and external market). 5. Establish/strengthen day care or centres for children whose mothers’ engage in income generating activities. 6. Establish/strengthen business women associations/groups to enable access to loans and other opportunities at local level | * Training needs assessment * Training reports * Market analysis report * List of business women associations/groups developed/strengthened |  |
|  | **INTERMEDIATE OUTCOME 2.3: SCIENCE TECHNOLOGY AND INNOVATION (STI)CAPACITIES ENHANCED** | | | | |
| 2.3.1 | Capacities on Science, Technology and Innovations (STI) enhanced | # of people trained on STI | 1. Undertake policy analysis to address social-economic development gaps 2. Carry out selected research on science, technology and innovation to enhance socio-economic development 3. Build capacities of young researchers, fresh graduates and entrepreneurs based on the research results 4. Establish public private partnerships on selected economic empowerment Initiatives addressing respective social justice issues in vulnerable and marginalised communities. 5. Document best practices that work on economic development models for the poor such as Grameen Bank in Bangladesh etc. | * Reports |  |
| 2.3.2 | Technology transfer, innovations, and adaptation production systems for efficient crops production and animal husbandry promoted | # of people trained on different types of agricultural technologies  # of pilot projects initiated | 1. Identify Technologies and innovations required for efficient production of crops and animal husbandry 2. Pilot selected technologies 3. Upscale successful Technologies | * Reports |  |
|  | **OUTCOME 3: SOCIAL SERVICES** | | | | |
|  | **INTERMEDIATE RESULT 3.1 IMPROVED HEALTH** | | | | |
| 3.1.1 | Access to health services assured | # of people registered with health insurance schemes  # of community members reached  # of IEC materials disseminated | 1. Conduct situation analysis on community membership to health in1surance schemes 2. Carry out a survey on the affordable health insurance schemes to the poor and the marginalised groups 3. Sensitise communities on the importance of health insurance and inform on the available affordable health insurance schemes in the country 4. Print and disseminate IEC materials related to Health Insurance Schemes in Tanzania 5. Facilitate communities to select affordable insurance schemes and join the selected one 6. To advocate for Universal health coverage by participating in the formulation and implementation of the new health financing strategy ( on-going by the Ministry responsible for heath ) 7. Create an advocacy forum to abolish user fees in public health facilities | * Situation analysis report * Survey reports * Sensitization reports |  |
| 3.1.2 | Sexual and reproductive health education to reduce teenage pregnancies provided | # of teenagers reached  # of health centres established | 1. Provide health and reproductive health education 2. To carry out sensitization programmes on teenage pregnancy prevention strategies at Primary and secondary schools.   Establish youth friendly services centres for (health issues, Human Rights, and Behaviour change) | * Activity reports |  |
| 3.1.3 | Healthy lifestyles promoted | # of communities reached  # of people reached (men and women) | 1. Conduct media campaigns 2. Conduct studies to document best practices 3. Carry out cross border learning visits | * Activity reports |  |
|  | **INTERMEDIATE RESULT 3.2 ENHANCED QUALITY EDUCATION** | | | | |
| 3.2.1 | Creativity, innovation and critical thinking in young children enhanced | # of books distributed | 1. Revisit primary school curriculum to include learning techniques, reading competition 2. Advocate for learner centred and gender responsive pedagogy 3. Training of teachers on participatory methodologies 4. Training teachers on the use of theatre as a teaching methodology 5. Stakeholders meeting on active learning 6. Organise Study tour for students 7. Creation of story books for early child hood education 8. Evaluation of CBC to assess against those agreed competencies (Evaluation will be done on definite criteria which are linked to learning outcomes ) | * Reviewed curriculum * Training reports * Meeting reports * List of books developed |  |
| 3.2.2 | Communities and schools sensitised on inclusive basic education (including pregnant girls) | # of communities reached | 1. Conduct baseline study for kids out of schools 2. Carry out an assessment on reasons/factors affecting inclusive education 3. Document and share best practises from in/outside the country on successful inclusive education strategies | * Activity reports * Baseline study |  |
| 3.2.3 | Soft skills imparted to graduating Students | # of students reached  # of institutions shared with the review recommendations | 1. Review basic education curricula self-reliance philosophy 2. Share review recommendations with relevant stakeholders to advocate for smooth re-introduction of self-reliance philosophy 3. Conduct skills training for fresh graduates 4. Link fresh graduates with opportunities for short courses related to soft skills development | * Review recommendations * Training reports |  |
| 3.2.4 | Educational leadership and research centre established | # of students reached  # of institutions shared with the review recommendations | 1. Formulate a constitution on a non-for profit & a non-membership centre 2. Register a leadership & research centre 3. Research key issues related to education leadership in Tanzanian schools 4. Train school leaders on matters related to school leaders for sustainable development of education in the country. 5. Train school leaders in action research | * Constitution * Registration documents * Training reports |  |
| 3.2.5 | Scholarship fund established | Constitution formulated  Leadership and research centre established  # of researches conducted  # of school leaders trained | 1. Asses legal frameworks related to children with disabilities and , and set out recommendations to the government for review where need be 2. Mapping persons with disability in need of scholarship 3. Establish working mechanisms for administering the fund. 4. Mobilise seed capital at international and local level | * Recommendations * List of people with disability identified and supported |  |
|  | **INTERMEDIATE RESULT 3.3 WATER RESOURCES PROTECTION** | | | | |
| 3.3.1 | Protection and preservation of water sources enhanced – | # of people reached  # of water points preserved/with improved protection | 1. Conduct analysis of water point mapping studies to identify accountability/ technical and equity gaps. 2. Carry out research on performance of formal and informal water institutions in water resource governance. 3. Strengthen collaboration with Water sector Partners to identify key areas for advocacy. 4. Create public, private partnerships (PPP), engage communities and corporate on protection and preservation of water resources. 5. Dialogue with the government to advocate for equitable allocation of resources in the water sector. 6. Cary out research on water recycling approaches and share best practices for implementation. 7. Provide water protection and preservation education to reduce water shortages in the country. 8. Advocate for institutions proven to enhance water resource protection, and against institutions constraining water resource protection. | * Reports |  |
|  | INTEMEDIATE OUTCOME 3.4: IFRASTRUCTURE IMPROVEMENT | | | | |
| 3.4.1 | Spirit of voluntarism in supporting construction/maintenance of infrastructure for provision of social services increased | # of activities voluntarily carried out | 1. Carry out situation analysis of the status of community participation in social services development 2. Disseminate situation analysis report to the public 3. Campaign for properly maintained social services voluntarily 4. Establish/enhance PPP in maintain ace of public social services | * Reports |  |

# ANNEX 2: TIFPA ORGANOGRAM

Annual General Meeting

Governing Council

Field Office Coordinator (s)

Programmes Managers/ Thematic Working Groups Coordinators

Finance & Administration Director

Resource Mobilization Community Engagement & Outreach Director

Director of Operations

The Chief Executive Officer

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3. The United Nations Development Programme, *Voice and Accountability for Human Development: a UNDP Global Strategy to Strengthen Civil Society and Civic Engagement*, 2009. [↑](#footnote-ref-4)
4. Godfrey Eliseus Massay, *In Search of the Solution to Farmer–Pastoralist Conflicts in Tanzania*, May 2017. [↑](#footnote-ref-5)
5. <http://www.humanrights.or.tz/page/introduction>. [↑](#footnote-ref-6)
6. It involves preparation of the legal documents or initiation of claims which in the end forms part of the formal legal proceedings. [↑](#footnote-ref-7)
7. Involves litigating case in the adjudication forums such as courts of law or established tribunals [↑](#footnote-ref-8)
8. The National Human Rights Action Plan, 2013-2017. [↑](#footnote-ref-9)
9. The United Nations, *Good Governance Practices for the Protection of Human Rights*, New-York and Geneva, 2007. [↑](#footnote-ref-10)
10. The United Republic of Tanzania, *Tanzania Child Rights Status Report – 2013*. [↑](#footnote-ref-11)
11. UNFPA 2012. [↑](#footnote-ref-12)
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13. <http://news.trust.org/item/20130725231724-ijt3z/>. [↑](#footnote-ref-14)
14. National Guidelines for Improving Quality of Care, Support, and Protection for Most Vulnerable Children in Tanzania, September 2009 [↑](#footnote-ref-15)
15. <https://www.plough.com/en/topics/community/education/a-childs-right-to-play>. [↑](#footnote-ref-16)
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19. http://www.singiinsurancebrokers.co.tz/media/view/proposed-insurance-policy-to-benefit-agricultural-sector-in-tanzania [↑](#footnote-ref-20)
20. <http://www.fao.org/3/a-i4083e.pdf>. [↑](#footnote-ref-21)
21. <https://en.unesco.org/go-spin> . [↑](#footnote-ref-22)
22. Tanzania Agricultural Sector Development Strategy (2001) [↑](#footnote-ref-23)
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24. Wodarski J.S & Thyer B.A (Eds.), *Handbook for Imperial Social Practice*, Volume 2; Social Problems and Practice Issues, 1998. [↑](#footnote-ref-25)
25. Combating NCDS: Protecting health, promoting development, WHO [↑](#footnote-ref-26)
26. *The Citizen*, December 12, 2016. [↑](#footnote-ref-27)
27. OECD (2016), Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills, OECD Publishing, Paris. [↑](#footnote-ref-28)
28. World Health Organisation & The World Bank, *World Report on Disability*, 2011. [↑](#footnote-ref-29)
29. <http://schoolofeducators.com/2009/02/importance-of-soft-skills-development-in-education/>. [↑](#footnote-ref-30)
30. Soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. [↑](#footnote-ref-31)
31. UNESCO, World Heritage Centre, 2009. [↑](#footnote-ref-32)
32. Impacts of climate change and human activities on the availability of surface water, A Case Study of Rombo District, Gabriela Luca, Dar es Salaam, 2012 [↑](#footnote-ref-33)
33. Mwiru M. N, The importance of community participation in development projects at local level a case of Dodoma Municipal Council, (2015). [↑](#footnote-ref-34)