actionaid

ACTIONS FOR
RESILIENT AND JUST SOCIETY

ACTIONAID TANZANIA

5th COUNTRY STRATEGY PAPER (CSP V)

(2022- 2026)

Foreword

The strive to overcoming vulnerabilities and serving a just community in Tanzania has been one among the key aspirations for ActionAid Tanzania over the years. Since her inception back in the late 1990's, we have carried along true inspiration and commitment to see communities in Tanzania have equal social justice systems, overcome socio-cultural barriers hindering them from accessing their social, political, and economic rights; and these communities are relieved from extreme poverty situations.

ActionAid Tanzania has thus far implemented four (4) Country Strategic Papers (CSPs) with the latest covering the period of 2018-2022. All these four CSPs have provided strategic direction for ActionAid Tanzania programmes throughout the years, on areas of education, tax justice, agriculture and livelihood, civic participation for democratic governance, women's rights and gender equality, youth empowerment and child protection (among many). We have worked collaboratively with the communities, Civil Society Organizations, the local and central government; in building social movement and alliances, using different spaces/platforms within the local, national, regional, and international arena- towards realizing our values and commitment to drive the change we want to see and bring the impact that we envision.

This fifth (5th) Country Strategic Paper (2022-2026) re-establishes our commitment to enable individual and collective empowerment in bringing about community solidarity for influencing valuable participation and resources for ending poverty, achieving just, equitable and sustainable social justice systems.

The 5th CSP seeks to strengthen the work we have done to date, by building the capacity, voice and agency of the people living in poverty and exclusion, for social movement building, advocacy, and campaigning; mobilising resources to promote community actions that are geared towards fighting poverty and inequalities

ActionAid Tanzania being an affiliate Member of ActionAid Global Federation, is committed to support the Federation's aspirations by aligning its country strategy, which is informed by the local context, to the ActionAid Global strategy entitled "Action for Global Justice". We embrace a common approach and set of values, upon which we work together in more than 45 countries to strengthen the rights of vulnerable people and ensure their access to influence. We use our united strength to put pressure on world leaders to make decisions that will promote a sustainable world and protect and promote the interests of vulnerable people.

It is, therefore, our honour to invite all our stakeholders including but not limited to communities, supporters, like-minded organizations, government agencies, development partners and other well-wishers to join us in the journey as we signify our commitment and aspiration, to realize our 5th Country Strategic Paper.

Deus M Kibamba

Board Chairperson, ActionAid Tanzania

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CHAPTER ONE
INTRODUCTION

1.1. Background and Rationale

ActionAid Tanzania (AATZ) is an affiliate member of the ActionAid International Federation, a global force working with women, men, and children living in poverty and exclusion to find solutions to alleviate poverty and injustice. AATZ has been operating in Tanzania since 1998 as a cross-border initiative by ActionAid Kenya and later transformed into a full-fledged Country Program in 2000. Since then, we have rolled out four country strategy papers that have contributed to the overall development of the country. As a registered organization in Tanzania and an affiliate member of the ActionAid International (AAI) Federation, we are accountable to the National Board and General Assembly and are represented at the ActionAid International Assembly.

AATZ has development programs in Tanzania mainland and Zanzibar; at local level the organization has long-term district- based commitments also known as Local Rights Programs (LRPs) working directly with communities, community-based organizations, and local partners in Mafia, Unguja, Pemba, Kilwa, Tandahimba, Newala, Chamwino and Singida. Through our partnership approach, our reach extends to Mbeya, Kibaha, Dar es Salaam and Kilosa; and at national level, we have been partnering with national and international organizations, networks, coalitions, and forums to influence policies in favour of people living in poverty.

This strategy paper (CSP V) defines our shared strategic intent towards contributing to social justice gender equality and ending poverty in the coming five years (2022–2026). The strategy builds on the gains and experiences we have made since its inception whilst taking a more transformative approach and commitment to the purpose we stand for.

1.2. Strategy Development Process

This Strategy Paper is a result of extensive consultation of multiple stakeholders with representation from a wider range of communities, partners and like -minded organizations. The strategy is also informed by internal and external context dynamics. In 2019, AATZ conducted an assessment to determine the kind of operational model (organization interventions that deliver value to internal and external stakeholders) that fits into the current operational context. The assessment revealed that AATZ is more sustainable under the light presence model. This operational model compelled the organization to reduce geographical

coverage, review partnership approach and overall program size, and consider efficient operation functions and flatter organisational structure.

AATZ commissioned an external consultancy to undertake a midterm evaluation of CSP IV in 2020, to evaluate the progress made towards achieving mission and strategic objectives set out in the CSP IV and to capture key lessons. The evaluation processes involved communities we work with, staff, board members, partners, and other stakeholders across all levels. The process helped to understand achievements and impact brought about in the lives of people living in poverty, and milestones made toward power shift whilst capturing lessons and stakeholder's voices on how best the organization should optimize its impact in the future.

A stakeholders' consultative workshop was organized, which involved partners, staff, board members, general assembly representatives and peer organizations. The consultation has enriched and refined the current strategic choices.

Globally, ActionAid International has developed a Strategy Implementation Framework (SIF II) with a program focus on system change for economic and climate justice. The Long-Term Finance and Fundraising Strategy, on the other hand, takes note of the fact that there are lower levels of funding for mission-related work, and particularly for national-level work and overheads. This means that we need to review the operating model, diversify our funding, and adapt to our means. All these changes have informed what AATZ can focus on in the coming years (2022-2026).

1.3. Key achievement and Lessons from CSP IV

Guided by the 2018-2021 Strategy, AATZ embarked on a journey to address structural causes of violence against women, promote gender equality and secure economic justice to women and girls. Women associations and youth platforms were supported to challenge social cultural norms and practices that deny or violate their rights. These interventions led to an increased number of reported cases of VAW from 21.7% to 34% (Action Aid Tanzania CSP IV MTR, 2021). The MTR report asserts that the reasons for increases in reporting VAW cases are because more community members are now educated on human rights and gender-based violence; it is also because of awareness raising initiatives at the community level through mass media, school clubs and local AATZ partner groups/associations.

Moreover, women have become more engaged in productive economic activities including agriculture, hairdressing/beauty, beekeeping, poultry, and food vending. Whilst membership of association has increased, for example in Singida, SAPAWA was established in 2016 and started with 33 groups; it has now grown to 107 groups. As a result of mobilizing women and

youth, and developing their advocacy capacity, additional fund was secured from the local government to support women income generating activities.

Enhancing civic participation and state accountability for democratic governance and redistribution of public resources for the delivery of quality gender-responsive public services (education and health), has been instrumental in the previous strategy. Strong, supportive, and safe platforms for women, youth groups, and children have proven to be essential in engaging authorities to influence decisions. According to MTR, Women, youth groups, associations, and school clubs are good platforms for engaging authorities towards influencing decisions or furthering demands for rights. The services which were-advocated for by the groups/school clubs were: education (64.5%); children and youth rights (59.8%); water, sanitation and health (47.7%) and Maternal & Child Health (MCH) 34.6%. The number of women holding leadership positions has increased in political parties, local authorities, and facility committees. On youth leadership, the village chairperson and ward councillors are in their 20's, demonstrating how change can happen when young people are engaged and capacitated.

Fatma, a women group chairperson presenting some womens right matters in the meeting

ActionAid Tanzania's interventions focused on the intersection between inequality and climate change to promote resilient livelihoods and climate justice. Capacity building programs on agro-ecological practices have enabled communities to engage in agricultural activities. As a result, farmers who practiced agro-ecological farming reported significant improvements in food security as well as dietary diversity compared to non-adaptors. The average dietary diversity score index for children was 3.29 among communities that adopted the agro-ecological practices, compared to 2.76 among non-adopters. There is an increase in number of people who have adopted the agro-ecological practices among target communities. So far, a total of 1,238 farmers have adopted and are using agro-ecological practices in their farming system.

The Government hired extension Officers for some wards which did not have extension officers, i.e. Mlowa Barabara, Iringa Mvumi, Msanga and Chamwino wards. This has helped farmers to detect crop diseases early and receive timely solution from the extension officers. Additionally, they have started using quality seeds, agro ecology, and consideration of farming seasonal.

Knowledge, skills, and confidence of the farmers have increased and hence they are capable to holding leaders accountable. Engagement meetings with Parliamentarian & Agriculture Sector Lead Ministry (ASLM) were organized for the purpose of influencing the government to increase budget, as per Malabo commitments/declaration. There is a marginal increase in the disbursement of the budget comparing with the past two years. Release of the development fund increased from 05% in 2016/2017 to 16% in 2017/2018 (source CAG Reports).

The Community Score Cards produced by Women Farmers' Platforms indicated an increase in the number of women participating in the village meetings from 50% to 80%. The MTR revealed that overall; the percentage of women owning land was approximated to be at 71.0% while for male it was 73.1%. The factors contributing to the increase in women's land ownerships are a) women engagement in livelihood/income-generating activities b) increased demand for rights to own land, after sensitization initiatives on women land rights. Local Government Authorities made commitment to support the development of Village Land Use Plans in areas where AATZ had intervened. In such areas Women's land ownership has increased, for example in 2018 alone, 37 women received land titles which they were denied for long in Singida and Chamwino.

We have tried to advance the rights of young people (children and youth) through creating safe spaces for children and youth (such as school clubs) where they have their capacity built,

share their lived realities, and speak the truth to power concerning their rights as rights holders. These platforms have seen more children and young people becoming aware on their rights. The MTR (2020) indicates that 97.5% of the children aged 13-17years demonstrated understanding and recognition of different actions that compromise children's rights and the types of VACS. School clubs have been instrumental in sharing important information, peer interactive learning, and engaging parents, SMC, and other authorities to demand improvement of school facilities, children's rights, and/or report cases of violence against children.

Lessons learnt

- Collective actions and multi-sector approaches are seen as crucial in addressing structural and systemic causes of poverty such as unequal distribution and accessibility of productive resources and confronting unequal power, as well as the rigid norms and practices that escalate violence against women and children and perceptions that challenge women engagement in leadership

- Despite that PRRPs are consistently conducted at local and national levels, there are gaps in its process and goals. The process is programmatic instead of using the Theory of Change (ToC) and assumptions to identify and develop solutions to the challenge of strategy implementation. It is not supported by any action implementation framework that holds AATZ, partners, and stakeholders to account for change management. Nor does it have a coherent mechanism to isolate and amplify evidence from local levels to define and pursue advocacy strategy (agenda) for influencing political and social norms at local and national levels.

Partners being taken through the AATZ's works during the annual national level Participatory Review and Reflection Process (PRRP)

- The choice/use of Human Rights Based Approach and the emphasis on power relations indicates an appropriate approach to addressing the complexity of many compounding factors, such as equitable resource distribution, access to social, economic, and political rights, and access to justice, which the interventions seek to achieve.

- Capacity development training targeting children, women, and youths at individual and group levels was very appropriate as a strategy of motivating behavioral change in the primary target groups through Mass Media, School club, Sauti ya Wanawake Mafia (SAWAMA)etc.

- AATZ's approach of integrating cultural and social norms interventions with other strategies such as training, improving education quality, and supporting income-generating initiatives has enabled; a) bringing various sections of the community together, such as children, youths, women, and men, formal and informal legal systems, to challenge cultural and social norms; b) enhanced capacity of beneficiaries themselves to stand on their own to challenge norms; c) integrating cultural and social norms interventions with other strategies such as training, improving education quality,

- Building stronger risk management at a strategic level may potentially be achieved though recognition and concerned action planning through the PRRP process. Organs like the quickly assembled CSOs Director's Forum (CDF) could be useful in organizing responses to future shocks like the COVID-19 pandemic.

CHAPTER TWO
CONTEXT ANALYSIS

2.1. Preamble

According to World Vision, the world has made huge strides in overcoming global poverty. Since 1990, more than 1.2 billion people have risen out of extreme poverty. Currently, 9.2% of the world survives on $1.90 a day or less, compared to nearly 36% in 1990[1].

However, in recent years, there have been several global threats that are reversing the decades of progress in the fight against global poverty and income inequalities. Among these threats are climate change and epidemics. The emergency of the COVID-19 pandemic in 2019 has exposed the persistent inequalities by income, age, race, sex, and geographic location. It has further led to the dramatic loss of human life worldwide and presents an unprecedented challenge to public health, food systems, and the world of work. Millions of enterprises face an existential threat. WHO notes that nearly half of the world's 3.3 billion global workforce is at risk of losing their livelihoods[2]. Workers in the informal economy are particularly at risk because majority of them don't have social protection and don't have access to good health care.

Food insecurity, limited access to quality education and health care, rampant corruption, and poor infrastructure have been major manifestations of poverty in the African countries. Two thirds of the world's population living in poverty are children, youth, and women. In Africa, countries south of the Sahara are extremely poor. In fact, half of the countries in Sub-Saharan Africa have poverty rates higher than 35%. [3]The African continent needs efforts to eradicate the generational cycle of poverty through policies that may boost poverty reduction in different contexts, including social assistance to the most affected people, promotion of pro-poor economic growth, provision of human empowerment for marginalized individuals and communities, and promotion of progressive social change. The African Union's (AU's) long-term vision, Agenda 2063, offers an important opportunity for Africa to take charge of its own development trajectory. As a result, country-level goals should play a big role in setting agendas and analysing policies. The East Africa Community (EAC) and SADC have been important regional economic blocks with the potential to increase market size and spur large

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[1]https://www.worldvision.org/sponsorship-news-stories/global-poverty-facts
[2]https://www.who.int/news/item/13-10-2020-impact-of-covid-19-on-people's-livelihoods-their-health-and-our-food-systems
[3]https://datatopics.worldbank.org/sdgatlas/archive/2017/sdg-01-no-poverty.html

investments in regional infrastructure to support trade and economic development. These regional integrations have increasingly shaped the contents and spirit of national laws, constitutionalism, and accountability by state and non-state actors. The progressive ability to anchor regional integration is to strengthen these inter-linkages so that farmers, particularly small holder farmers, are supported to get the wherewithal they need, the support they deserve, to respond to opportunities such as the one provided by the world market for cereals. If we are to make faster progress in reducing poverty in the future, it will be imperative to strengthen/improve this aspect of state function/state's work.

2.2. Tanzania Economic and Political Context

Tanzania has made impressive political, economic, and social welfare improvements in recent years. In July 2020, Tanzania achieved a lower middle-income status. However, the economy remains vulnerable to socioeconomic shocks, low levels of productivity and transformation is moving at different speeds and affecting people in different economic strata and parts of the country differently.

Before the advent of COVID-19, Tanzania had maintained a stable economic growth. The economy experienced robust growth, which averaged 6.7% from 2010-2019, and inflation declined to as low as 3.8% in 2019[4]. Such growth is attributed to increased investments in infrastructure such as the construction of rails, roads, and airports; the availability of reliable electricity; the improvement of transportation services; the increase in the extraction of minerals, especially gold and coal; and the increase in the production of agricultural produce, despite the fact that it continues to contribute far less to value-added than other productive sectors. However, the COVID-19 pandemic slowed down Tanzania's economic growth in 2020, making it drop to 2%. The World Bank estimates that over 2.2 million Tanzanians may have slipped into poverty, increasing the poverty rate to 27.2%. A combination of a patronage system, regressive tax policies, and poor budget priorities leaves small-scale entrepreneurs, small-holder farmers, and local businesses struggling with the tax burden. The economic slowdown caused the poverty rate to rise to an estimated 27.2%, up from 26.4% in 2019. The impact of the crisis has been especially acute among households that rely on self-employment.

The COVID-19 pandemic has affected economic activities (especially sectors reliant on global demand, such as tourism and agriculture), partly due to lockdown measures and travel restrictions implemented in countries that trade with Tanzania. In response, the government has been taking measures to lessen the impact of the pandemic on economic activities and

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[4]https://openknowledge.worldbank.org/bitstream/handle/10986/33878/Tanzania-Economic-Update-Addressing-the-Impact-of-COVID-19.pdf?sequence=1

promote growth. In order to provide great impetus to a fast increase in credit to the private sector and lower interest rates, thereby hastening the recovery of the economy, the government has decided to implement a number of policy measures, including (i) reduction of statutory minimum reserve requirement (CMR) for banks that extend credit to the agriculture sector at an interest rate not exceeding 10% per annum. This measure intends to increase lending to agriculture, which is the mainstay of Tanzanians. It also aims to reduce interest rates on loans to agriculture. (ii) the introduction of special loan amounts to banks and other financial institutions for on-lending to the private sector. The Bank of Tanzania has promised to provide a special loan to banks and other financial institutions at 3% per annum for the pre-financing or re-financing of new loans to the private sector.

On the other hand, a bank wishing to access the special loan facility is obliged to charge an interest rate not exceeding 10% per annum on loans extended to the private sector. This measure intends to increase liquidity for banks and reduce lending rates. Tanzania is considered a very enterprising country, but with a large informal sector that is poorly regulated and whose real value is not fully known. At 12%, the tax-to-GDP ratio is one of the lowest in the region, and while new enterprises constantly emerge, their failure rate is high[5]. The low level of tax revenue collection reflects systemic issues in policy and administration. It also has serious implications for Tanzania's ability to finance gender responsive public services and achieve its ambitious development objectives and SDGs.

The theme of the Third Five-Year National Development Plan (2021/22 - 2025/26) is about realizing competitiveness and industrialization for human development that aims to increase efficiency and productivity in manufacturing using the resources available in abundance within the country. More emphasis is on private sector investment, and this has the potential to violate human rights, especially in the extractive sectors such as mining, whereby experience has shown the evacuation of citizens from their homelands with limited consultations, to pave the way for private investment. For most parts in rural areas, poverty remains entrenched with significant variations across regions. Social attitudes are changing as modernization takes hold, particularly in urban areas, but patriarchy remains deeply entrenched in most communities in Tanzania. While the law guarantees equality for all citizens and further incorporates affirmative action for women in education and elective political positions, in practice, discrimination against women in socioeconomic and political processes remains prevalent in most communities. Most Tanzanian communities, reinforced by dominant social norms, practices, and weak enforcement of existing laws, continue to remain a barrier to women, especially young girls' full participation in decision making, political processes,

[5]https://www.imf.org/external/pubs/ft/scr/2016/cr16254.pdf

ownership, and control over land as well as other factors of production and access to key services. The effect of these gender biases manifested in socioeconomic and political inequalities created by patriarchy diminishes the quality of leadership for women, especially young women, and makes the case for a feminist approach to economic justice for young people more compelling. In addition, young women face the brunt of structural discrimination as they are discriminated against first because they are women, second because they are young, in their class and geographical location. For example, during the COVID-19 lockdown, AATZ recorded a sharp increase in teenage pregnancies in the Kilwa district. This just demonstrates how a humanitarian crisis further increases the vulnerability of young women.

With an estimated 61,272,570 people in 2021 and an annual growth rate of 2.8%, Tanzania's population is expected to grow to 129 million by 2050 (the UN medium variant projections). This rapid population growth increases the need for investments in health, education, and protection services in urban centres and especially in the rural areas where 70 percent of the country's population lives. High fertility rates are associated with low levels of female education and limited participation of women in the formal labour market, thereby causing a high dependency ratio, which increases the burden of care and lower workforce participation, particularly by women and girls.

Like most African countries, Tanzania is experiencing the largest youth population in history, with great potential to make a long-term contribution to the country's development. Young people aged 15 - 35 years make up more than one third of the total population in Tanzania. Around 82% of the economically active youth are in insecure employment (Tanzanians employed in informal nonfarm microenterprises tend to be especially exposed to economic shocks, as they often have limited savings to draw on in a crisis). Approximately 94% of these young people are based in rural areas, and vulnerability is more pronounced among young females as compared to young males. While the young population creates a potential market and labour force if well invested in, the country is failing to cope with the required investment[6]. This problem is further compounded by a mismatch between skills required for labour markets and knowledge produced by training institutions. Equally, the limitations of investment capital make it difficult for the youth to tap into the available opportunities. This creates an urgent need for skilled, technical, and hands-on manpower personnel for the economy. On the other hand, women's productive abilities are undermined by deeply rooted patriarchal norms and practices that burden them with unpaid care work.

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[6]https://www.africaportal.org/documents/14481/Youth_Employment_TANZANIA_REPORT_web-FINAL.pdf

According to the Multi-Dimensional Poverty Index (MPI) for Tanzania, 66.4% of the population is multi-dimensionally poor, while an additional 21.5% live in or near multidimensional poverty. Recently, COVID-19 has further exposed the inherent inequalities in Tanzania's poverty and unemployment problems. Data from the National Bureau of Statistics (NBS) reveals that Tanzania's unemployment rate was 17.6% in Q2 2020 and increased to 26.8% in Q4 2020. The gap between this period indicates the impact of COVID-19, effect of lockdown measures, and the drop in agricultural products prices and allied activities, leading to shortfall of revenue from these affected economic ventures. An additional fall-out of this period was increased cases of Sexual and Gender Based Violence (SGBV).

2.3. Legal Environment

According to the World Justice Project, the effective rule of law reduces corruption, facilitates combating poverty and disease, and helps protect people from big and small injustices. It is the "foundation" upon which communities of peace, opportunity, and equity are built, underpinning development, government accountability, and respect for fundamental rights. Fortunately, the 1977 Constitution of the United Republic of Tanzania guarantees civic participation in decision-making processes. Articles 12-21 of the Constitution provides, among others, the protection of the right to life and freedoms of opinion, speech, press, assembly, association, and movement. Tanzania is still ranked above neighbouring countries in terms of transparency, accountability, and civil rights.

However, the executive branch of the state has increasingly become more powerful than the legislative and judiciary branches as a result of the rapid democratic backslides observed in recent years. This has led to shrinking civic space, violations of human rights, monopoly of one political party, less vibrant civil societies, low public accountability, and barriers to accessing information. Diminished checks and balances, resulting from an imbalance of power among the branches of government; has left civil servants and elected officials tied to central government patronage rather than citizen constituents.

There are legislations that carry restrictions on the right to information and freedom of expression, such as the Media Services Act 2016 and the Cybercrimes Act 2015. Legislation such as the Customary Law Declaration Order 1963, the Law of Marriage Act 1971, and the Citizenship Act 1995 do have positive elements but also contain/raise concerns regarding the extent to which they adequately offer protection against violations of women's rights. In the past five years, there has been a deterioration of democratic capital characterized by excessive government restrictions on CSO operations and the curtailment of people's freedoms. The enactment of draconian laws has paused/created difficulties for civil society

and the public to hold the government accountable. The government made changes in some legal frameworks administering non-governmental actors, including NGOs and the media, which play a critical role in keeping the government accountable and helping to represent the diverse interests of the population, including its most vulnerable groups. With new leadership, there is a hope of recognition of the inseparability of freedom and development, and the expansion of civic space.

Access to legal aid is very limited and courts, especially at lower structures, often lack capacity and resources. Moreover, the prevalence of corruption cuts across all sectors. On the other hand, there are concerns regarding the satisfactory operation of principles of the separation of powers, as the judiciary is appointed by the executive without recourse to some level of legislative oversight.

2.4. Technology

Technology is a key driver of aggregate economic growth, through productivity improvements. But its contribution to economic growth varies greatly across countries. Technology has enhanced productivity, accelerated economic growth, enabled knowledge and information sharing and increased access to basic services. However, it has also been the cause of inequalities in some cases/incidences.

There is, however, a noted emphasis and enhancement of information and communication technology (ICT) applications both in government and non-government sectors, including NGOs. The COVID-19 crisis has brought about a wave of change in the way companies in all sectors do business. As such, the crisis has accelerated the digitisation of business interactions, and we expect this change (digital initiatives) to be long-lasting. Accompanying this trend is a social media explosion powered by ever advancing information and communication technology, with Internet penetration currently standing at a high rate. The Internet penetration rate in Tanzania more than doubled between 2013 and 2020, reaching 49% in 2020[7]. With about 49% internet penetration, there is still a portion of the population that remains offline and excluded from the benefits of the internet. The unconnected individuals are mostly women and the poor.

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[7]https://www.statista.com/statistics/1082352/tanzania-voice-telecom-and-internet-penetration/#:~:text=The%20Internet%20penetration%20rate%20in,using%20a%20voice%20telecom%20service.

2.5. Provision of Public Services

Over the past decade, the government has sought to improve the delivery of public services through administrative, legal, labour, and financial reforms, focusing on transparency, accountability, and the performance of civil servants. Health, water supply, education, and electricity are among the top six priority services that are insufficiently funded, and Tanzanians want their government to address them. The infrastructure for delivering these services is limited, especially in rural areas. Overall, a majority (56%) of Tanzanians live in areas with an electric grid, 39% in areas with a piped water system, but only 5% in areas with a sewage system. More Tanzanians live within easy walking distance of a school (69%) and a health centre (42%).

2.5.1. *Public Education.*

The Sustainable Development Goal (SDG) 4 commits to ensuring inclusive and equitable education for all. However, more children and adolescents are enrolled in pre-primary, primary, and secondary education than before, but this has not helped most of the children to learn. In the other words, the enrolment and education are not leading to learning. This learning crisis has been there even before the COVID-19 pandemic. The recent UNICEF and Government of Tanzania reports indicated that an estimated 3.5million children aged 7 – 17 remained out of school[8]. Our recent research (2020) also demonstrated that only 15% of children with disabilities are in education[9].

Education in Tanzania is a right for all citizens. In an effort to achieve this goal, the government of the United Republic of Tanzania has set out its vision, overarching policy, and strategic objectives for the education sector and has captured these in the Education Sector Development Plans (ESDP) since 1997. Education is among the top six national priorities in the 2025vision, where the country wants to see a well-educated and learning society. The government recognizes that education is a key cornerstone for the human capital development of the country. This realization is articulated in various policies such as the Tanzania Development Vision 2025, the National Five-Year Development Plan (FYDP) 2016/17-2020/21, the Education Sector Development Plan (2016/17-2020-2021) and the Education and Training Policy of 2014.

Tanzania has made significant advancements in the education sector. In 2015, the government issued Circular 5, which directs public bodies to ensure that lower secondary

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[8]https://www.unicef.org/tanzania/media/596/file/Tanzania-2018-Global-Initiative-Out-of-School-Children-Country-Report.pdf
[9]https://actionaid.org/sites/default/files/publications/Tanzania_country_report.pdf

education is fee-free for all children. The implementation of this circular brings the country in line with SDG 4, which requires states to ensure access to inclusive and equitable quality education is guaranteed for all children. The national education policy aims at eliminating gender disparity in education at all levels of education, and the government's commitment to providing fee-free basic education is anticipated to ensure access to basic education participation and equity. The implementation of the "fee-free education" policy has resulted in a significant increase in school enrolment for both girls and boys, particularly in primary school education. Furthermore, the country's success in ensuring gender parity in basic education is realized in primary education, where the general enrolment rate for girls (94.5%) is marginally greater than that of boys (92.4%).

Pupils in bright smile enjoying one of the new classrooms of their school

Despite the country's effort to ensure provision of 'fee-free education' (especially for lower-level education), there is a growing concern about the quality and inclusiveness of public education. The Tanzania government is yet to fully achieve its mandatory obligation of providing access to quality, equitable, and inclusive education for all. The education sector is facing a number of challenges including poor learning environment, shortage of qualified and

motivated teachers[10], overcrowded classrooms, the increase in pupils/ teacher ratio (PTR), inadequate number of female teachers and counsellors for adolescent girls, and inadequate teaching and learning, materials. Girls are more likely to drop from schools than boys, due to cultural practices such as early marriage, heavy burden of domestic chores, and limited access to information on sexual reproductive health. Early pregnancies are a big factor for girl's school dropouts and truancies. Other factors include long distances to and from school, child labour, and gender-based violence at family level, community, and school. Thus, despite the government's effort to abolish school fees in public schools, to provide free basic education to all children, the transition rate from primary to secondary education, especially for girls, remains a challenge. Tanzanian girls are often expelled from school if they are found to be pregnant. However, SRHR and addressing sexual violence and abuse against children, is a necessary part of the work that we do.

According to a 2013 report by the Centre for Reproductive Rights, over 55,000 adolescent girls were either forced to drop out or were expelled from schools because of pregnancy between 2003 and 2001.

2.5.2. *Inclusive Education*

In an effort to ensure equitable participation in and completion of basic education for all, the National Strategy for Inclusive Education (NSIE) (2018-2021) was developed. The strategy aims at strengthening the education system to provide, in an equitable manner, learning opportunities for all children, adolescents, and youth, including vulnerable groups such as children with disabilities, and enable them to acquire the necessary knowledge and skills needed. The NSIE presents an opportunity to influence the government, specifically the education sector, to finance the implementation and sustainability of inclusive education whilst promoting inclusive education system that aims at removing barriers limiting the participation of all learners, that is sensitive to learners' needs and abilities and that eliminates all forms of discrimination in the learning environment.

Despite the significant policy progress made by the government on inclusive education, implementation has been poor, hampered by weak capacity and inadequate budgets to ensure operationalization of strategies. There is currently one trained special needs teacher

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[10]https://actionaid.org/sites/default/files/publications/Tanzania_country_report.pdf

for every 20 children with disabilities enrolled at primary level, and the 2019 report of the Office of the Auditor and Controller General noted a shortfall of 1,968 special-needs primary teachers, which it calculated would take 15 years to recruit[11].

Children with disabilities are stigmatized and regarded as unable to learn, and sometimes their families do not encourage them to go to school. Sometimes, they're even hidden by their families. In most cases, the school environments are often physically inaccessible. Approximately 6% of Tanzania's schools are accessible to students with limited mobility. Teachers are not trained on how to engage students with diverse learning needs, and there is a lack of inclusive resources such as Braille textbooks. Thus, general schools do not provide an inclusive environment in a way that meets the needs and challenges to achieving the goal of inclusive education. Children with disabilities and those living in social exclusion require equal opportunities and an enabling environment to ensure their participation, retention, and completion of the education cycle. The government is obliged to ensure that it provides appropriate assistive devices. The Ministry of Education needs to motivate and encourage other ministries, such as the Ministry of Gender and Health, to provide and support the maintenance of appropriate assistive devices.[12]

The education sector has limited financial resources to enable it to achieve the objectives of providing quality, equitable, and inclusive education. The education sector has been underfinanced for years, and the revenue for financing the education sector is also (partly) dependent on donor support. The government is not allocating a sufficient proportion of its public revenue to education. The revenue is allocated and spent more on recurrent than development or capital expenditure. According to UNICEF (2020)[13], the education sector budget was allocated TZS 4.51 trillion in 2019/2020, which was a 2.8% decline from the 4.64 trillion in the previous fiscal year 2018/2019. The trend shows that budget allocation has always been below the internationally agreed benchmarks compared to the total national budget and the GDP. The commitment of the government to making the public education system free to promote access to all children should not shift the government's role from financing the delivery of public education and impose such a role on private sector agencies and/or institutions. The bedrock of inclusion report's clear recommendations based on the 4S Education framework.

- Increase the **share** of the budget and prevent reductions to the education sector with a clear timetable for progress towards the international standard of 20% of the budget and/

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[11]https://actionaid.org/sites/default/files/publications/Tanzania_country_report.pdf
[12] Devices such as hearing aids, glasses, sunscreen and protective clothing, mobility devices, Braille and audio devices
[13] https://www.unicef.org/esa/media/8421/file/UNICEF-Tanzania-Mainland-2020-Education-Budget-Brief.pdfs

or 6% of GDP allocated to the education sector.

- increase the **size** of domestic revenue through actions to widen the tax base in progressive ways and significantly increase the tax-to-GDP ratio.

- improve the **sensitivity** of the budget to the call-to-action support inclusion, ensuring that measures such as capitation grants improve the enrolment and learning experience of children with disabilities.

- Enable greater **scrutiny** of future allocations and expenditure on allocations to disability-inclusive education. This will help to assess the extent to which commitments have been achieved, targets met, and funding disbursed according to plans.

2.5.3. _Water, Sanitation and Hygiene (WASH) in Schools_

Every child has the right to quality education which includes access to safe drinking water, sanitation, and hygiene (WASH) services, while at school. The inclusion of WASH in schools in the Sustainable Development Goals (targets 4a, 6.1 and 6.2) represents an increasing recognition on the importance of these services as key components of a safe, non-violent, inclusive, and effective learning environment. The WHO/UNICEF Joint Monitoring Program for (WASH) expanded its global databases to include WASH in schools and published harmonized national, regional, and global baseline. The Joint Monitoring Program (JMP) of WASH in schools includes tracking basic drinking water, sanitation and hygiene services in pre-primary, primary and secondary schools. According to the most recent JMP on WASH in schools - published in 2019, nearly 584 million children worldwide lacked basic drinking water service at their school, nearly 698 million children worldwide lacked basic sanitation service at their school, and nearly 818 million children worldwide lacked basic hygiene service at their schools.

Water is important to students' hygiene and sanitation

Providing adequate water, sanitation, and hygiene (WASH) services is critical to improving the survival, health, and development of children at school. As part of its Vision 2025, the government of Tanzania has pledged/promised to increase access to improved sanitation to 95 percent by 2025. Though Access to school WASH facilities is a national priority in Tanzania and a cornerstone of the National Sanitation Campaign, access to WASH facilities is already a challenge in Tanzania, where an average of 69% of schools, have drinking water and 66% have basic sanitation facilities. In addition, 10% of girls in Tanzania are forced to be out of school during menstruation because most latrines have nowhere to dispose of sanitary pads and are without changing rooms. This further heightens inequities and uneven opportunities for development. Inadequate WASH services hinder access to education and widen gender disparity.

Teacher talks of the need to improve teaching conditions during one of the national dialogue on descent work

2.5.4. Teachers' living and working conditions in public schools

The government of the United Republic of Tanzania has embraced the employment and Decent Work Agenda as a social commitment to the development and well-being of the country. Various studies have proved that educators play a pivotal role in ensuring high quality education for students, regardless of the country in which they are teaching (Motala 2001;

O'Sullivan 2002; VSO 2002; UNESCO 2005). The Dakar Framework for Action (UNESCO 2000, 20), to which Tanzania is a signatory, states; "Teachers are essential players in promoting quality education.

According to the TEN/MET report of 2008, low salaries, and poor working conditions for teachers, such as accommodation, contribute to a general decline in the status of the teaching profession. Good living environments, such as good houses, clean water, and the availability of electricity at home, have positive influences both on schools and where teachers live. Some of these positive influences are reducing teachers' stress, turnover, and absenteeism as well as increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms and increasing student achievement. On the other hand, poor living environments, such as poor housing and lack of potable clean water, have a negative impact on teachers' work performance and productivity.

Reports by HakiElimu (2011) and TEN/MET (2012) indicated that most public-school teachers in Tanzania are living in difficult environments, such as poor housing facilities and non-conducive working environments, which affect their ability to perform their duties effectively. These poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner. Improving teachers' working and living conditions is critical in improving teacher motivation, among other things.

Teachers' living and working environment in public school facilities are not decent, and according to ILO, decent work is central to sustainable poverty reduction and is a means for achieving equitable, inclusive, and sustainable development. The ILO Declaration on Social Justice for Fair Globalization established indicators for the purpose of monitoring the progress made in the implementation of the ILO Decent Work agenda by countries. According to the ILO Manual of 2013 on Decent Work indicators, the measurement of decent work has the following key elements/characteristics: (1) employment opportunities, (2) adequate earnings and productive work, (3) decent working time, (4) combining work, family, and personal life, (5) work that should be abolished, (6) stability and security of work, (7) equal opportunity and treatment in employment, (8) safe work environments, (9) social security, and (10) social dialogue, employers' and workers' representation.

Tanzania has put into place legislations such as the Employment and Labour Relations Act of 2006 and the Education Sector Development Plan (ESDP) 2016/17-2020/21 to address the decent work agenda, among others. Several efforts have been made by the government to address the decent work agenda for public servants in different sectors, and the progress of

these achievements varies between sectors. The education sector has not made significant progress in addressing the decent work agenda, especially for primary and secondary school employees. Some of the notable areas that have made little progress in the education sector include decent working time and the aspect of combining work, family, and personal life. This is due to a shortage of teachers (a pupil- teacher Ratio (PTR). This increases the workload for teachers because available teachers are compelled to work extra hours and thus cannot balance work and personal life. According to the Employment and Labour Relations Act of 2004, which provides a maximum of 45 hours per week with a daily limit of 9 hours and 28 days of paid leave per year; many primary and secondary school teachers continue to work excessive hours (i.e., more than 48 hours per week).

With respect to combining work, family and personal life, the country profile notices large gender discrepancies (ILO - Chapter 4 "Combining work, family and personal life"). Time-use statistics show that women shoulder the bulk of unpaid household work (household maintenance and care of children and the sick) and do this in addition to – and to some degree at the expense of – their involvement in economic work. Particular attention should be paid to efforts to facilitate policies such as the provision of childcare services.

Furthermore, the health and safety of teachers and pupils is one of the areas that constrain most of the public schools in Tanzania. The majority of public schools have dilapidated infrastructures, which exposes both teachers and pupils at risk. Some teachers live in dilapidated houses, and others are forced to travel a long distance from their schools to their homes, passing through bushes. All these things expose teachers to risky environments and tarnish their right to a decent working environment. While good efforts have been made to support school infrastructure improvements, less effort has been made by the government to improve working conditions for teachers, through the construction of teacher's houses for both primary and secondary schools.

2.5.5. *Violence against children in Schools*

Children's rights have been mainstreamed across SDGs particularly SDG 1 – 6, which considers children to be a primary target group. Tanzania is among the countries that have demonstrated a regular commitment to children's rights protection and ratified the Convention on the Right of the Child in 1991. The government has developed various policies and laws governing children; these include the Child Development Policy of 2008, which considers several rights for children and their protection, and the Child Act of 2009, which provides the legal framework through which the rights of the country's children can be protected. However, policy inconsistency creates gaps that claw back at children's rights. For example, the

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Marriage Act supports early marriage for girls aging 15 with consent from their parents. In 2016, the parliament made it illegal for anyone to marry primary and secondary school girls under any circumstances. The offender would be charged with a 30-year jail term.

A child speak up for child's right and against violence at schools

Currently, the government is implementing the five-year National Plan of Action to End Violence Against Women and Children from 2017-2021, which encompasses 8 different plans of actions to prevent gender-based violence against women and children. This plan aims at gathering best practices, lessons learned and new innovative measures to address violence against women and children in Tanzania. The implementation of the action plan hasn't been effective due to budget shortage. The 2011 Public Expenditure Survey estimated that only 0.1 per cent of the resources in key ministries, at the national level, were allocated to child protection.

A study conducted by HakiElimu in 2020 shows that there are notable fluctuations in the incidences of violence against schoolchildren.

At least 81.7 % of school-age children reported experiencing violence in the school setting, with caning (corporal punishment), being the most common type of physical violence experienced by more than 90% of all children, and this type of violence is said to occur on weekly or daily basis. Canning is the type of punishment used by 37.1% of all interviewed teachers from rural settings, and 16.3 % of teachers from urban areas on a daily or frequent basis. This is also happening at home, as per 27% of parents interviewed, 89% of students said that male students from private schools reported having experienced at least one incident of sexual violence, compared to 14.4% and 13.7 %% in public and private schools,

respectively. The most common forms of sexual violence experienced by students include being shown pornography, followed by attempted sex, and being touched in a sexual way. Females experience sexual violence while on their way to or from school, with the same proportion reporting having experienced it in the home setting. About 5 %of all male students interviewed said they had experienced sexual violence from peers in the home setting. It has further been revealed that a boy or a girl is sometimes asked to have sex by a relative in exchange for money or a gift (Oak, 2019). Orphans and street children are also at a higher risk of being subject to violence, which can include emotional, physical, and reproductive health problems, as well as a lack of access to food, shelter, and education. Street children reported having been significantly more violated and abused. Violence against children limits access to education. The media survey by LHRC found that 91% of all cases of violence against children involved sexual abuse, and many included reports of rape. Sodomy incidents have increased from 12 in the first half of 2017 to 533 in the first half of 2018. Such incidents are also common in schools, including primary schools and boarding schools. Lack of childcare knowledge, harmful cultural beliefs, and a lack of awareness about children's rights are some of the many factors that contribute to VAC.

2.6. Climate Change

Climate change is increasing the challenges and stresses, that both rural and urban communities across Tanzania face, particularly the poor. Climate change poses a major problem to farming and livestock-keeping communities in Tanzania, leading to severe food shortages, food insecurity, water scarcity, hunger, and loss of income due to climate variability and extreme weather events. The climate-induced crisis/shocks, coupled with market failures, have minimized livelihood options and continue to put pressure on households' food security and nutrition. Furthermore, the impact of climate change is leading to the loss of biodiversity and environmental degradation.

Citizens' participation is vital in climate change campaigns to encourage environmental protection

There is an increase in deforestation due to clearing of forest for unsustainable agriculture systems and settlements, overgrazing, wildfires, charcoal burning, and over-exploitation of wood resources for commercial purposes. All these activities contribute a great share to the increase of CO2 in the atmosphere, which is one of the drivers of climate change. Most Tanzanian farmers rely heavily on rain - fed agriculture, which accounts for more than 30% of the country's Gross Domestic Product (GDP) and employs about 75 % of the population/workforce (FAO Resilience Strategy 2019–2022 for URT). Women make up roughly half of the workforce and produce more than 70% of the country's food requirements.

Women suffer more from the impact of climate change than their male counterparts because of unequal gender relations, which tend to contribute to women's disadvantages in access to and control over resources that can assist in coping and adaptation measures. Gender inequalities in resource ownership and decision making at the household level are high in communities, and the exclusion of women in decision-making and planning for adaptation and mitigation measures increases the risk of climate change among women. Women face multiple disadvantages due to their reliance on natural resources for livelihood and food security. Climate change adds to the women's labour burden – unpaid care work as they often must walk longer distances to collect water and firewood. Unlike men, women's mobility is very limited due to their role of unpaid care work, including children rearing responsibilities, and hence they cannot migrate to other areas to search for more economic opportunities. The

situation is worsened by the limited capacity of national and local response towards calamities, inadequate social protection mechanisms to help affected communities respond to crises or bounce back from them inadequate resilience capacity of local communities to disasters or hazards.

The main natural disasters experienced in Tanzania are droughts and floods. Between 1980 and 2008, the country faced several natural disasters. However, no other single natural disaster has affected more people than the drought, which has been responsible for over 90% of all people affected by natural disasters in the past 20 years. In 2006, a severe and prolonged drought caused food shortages and a drop in water levels that led to power rationing. In 2008, the rain period was shorter than average, and in 2009 the short rains failed to arrive. In 2016, the country also experienced disasters related to earthquakes in the north-western part of the country. Generally, droughts, floods, storms, earthquakes, and landslides affect, to a greater extent, small-scale farmers, herders, fishers, and forest-dependent communities. Natural disaster management must therefore be a top priority when building the resilience of smallholder farmers (FAO Resilience Strategy 2019–2022 for URT). Other disaster includes locust invasion in 2020 on the northern part of the country.

Tanzania has a good foundation of policy frameworks and strategies to address adaptation and mitigation of climate change. Some of them include the Five-year National Development Plan of 2016/17-2020/2021 (currently under review); National Climate Change Responsive Strategy (2012) reviewed to 2021-2026; National Environmental Policy (NEP) of 1997 (currently under review); Environmental Management Act (NEMA) of 2004; National Agriculture Policy (2013); National Climate-Smart Agriculture Program (2015 - 2025) and National Adaptation Programme of Action (NAPA) of 2007. The NAPA was prepared as part of the overall integrated plans, policies, and programs for sustainable development. NAPA is linked with other national development policies, goals, objectives, plans, strategies, and programmes and supports or complements the strategies and programmes of other multilateral environmental agreements that Tanzania is party to. These include the United Nations Convention to Combat Desertification (UNCCD), United Nations Framework Convention on Climate Change (UNFCCC), the Convention on Biological Diversity (CBD), the Vienna Convention on the Protection of the Ozone Layer, and the Montréal Protocol on Substances that Deplete the Ozone layer, among others. Plans related to some of these conventions are in place. These encompass the National Biodiversity Strategy and Action Plan

(NBSAP), the National Action Programme (NAP), and the National Biosafety Framework (NBF).

Tanzania ratified the Paris Agreement in May 2018. The Paris Agreement is a global commitment that aims to strengthen the global response to the threat of climate change, in the context of sustainable development and efforts to eradicate poverty. The main focus is on (a) holding the increase in the global average temperature to below 2°C above pre-industrial levels and pursuing efforts to limit the temperature increase to 1.5°C above pre-industrial levels, recognizing that this would significantly reduce the risks and impacts of climate change; (b) increasing the ability to adapt to the adverse impacts of climate change and foster climate resilience and low greenhouse gas emissions development, in a manner that does not threaten food production; and (c) making finance flows consistent with a pathway towards low greenhouse gas emission and climate-resilient development.

The country's National Determined Contribution (NDCs) under the Paris Agreement encapsulate the country's efforts to reduce national emissions and adapt to the effects of climate change. The NDC implementation plan recognizes the importance of stakeholders' contributions and encourages their participation in NDC implementation. Hence, if fully implemented collectively, these efforts will pave the way for a low carbon economy and result in emissions reduction. At the same time, the economy will grow at a six percent annual rate by 2030. This represents an important milestone in tackling the challenges of climate change in Tanzania. Despite all these good policies and strategies in place, implementation of these plans and strategies remains a challenge, and this is attributed to the insufficient resource allocation by the government. Technical capacity is also low in several sectors, including smallholder producers and fisher folks who are impacted by climate change. Inclusive monitoring is also very much needed; this is important for capturing the contributions of other actors in tackling the impact of climate change as well as a basis for demanding accountability. Young people who have a greater stake in addressing climate change due to the interwoven crisis on their social well-being and opportunities and who are not only the majority by their demographic size but also have a greater stake in Tanzania's present and future, are unaware of these policies and strategies.

Local problems are aggravated by limited knowledge of the effects of climate change, especially for smallholder producers, young people, and local government officials. Community members who would have demanded increased resources to cope with climate change effects are not aware of the budgetary planning process because of lack of transparency and skills to engage. As a result, policy actions miss the significant contribution of local communities.

These constraints, along with limited capacity to implement agricultural and climate change related policies and strategies will continue to severely impact agricultural production. Unless building the resilience of the farming system is made a priority, food security and the livelihoods of agricultural dependent communities will not improve in the coming years. Vulnerabilities to the impacts of climate change are gendered, yet policy approaches aimed at strengthening local communities' adaptive capacity largely fail to recognize the gendered nature of everyday realities and experiences. Women empowerment is important to achieve food, nutrition, and economic security. Women can also lead to more environmentally friendly decision-making at all levels because they are the ones hit by the impact of climate change.

2.7. Women Rights to Natural Resources

Smallholder female farmers make up roughly half of the workforce and produce more than 70% of the country's household food requirements. Gender inequalities in resource ownership and decision-making at the household level are high in communities, and the exclusion of women in decision-making and planning for adaptation and mitigation measures increases the risk of climate change among women. Women face a lot of problems because of their reliance on natural resources for livelihood and food security.

The government has put in place good policies and legal frameworks aimed at promoting women's rights to natural resources for the enhancement of productivity. Some of these policies include Women and Gender Development (2000), international commitments such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979), the Beijing Declaration and Platform for Action (1995), the World Summit 2005 Resolution on Gender Equality and Empowerment of Women, and a series of International Labour Organization conventions on gender equality which support women's economic empowerment. More specifically, Sustainable Development Goal No. 8 aims to achieve inclusive and sustainable economic growth, full and productive employment, and decent work for all.

Women's inclusion and ownership to natural resources can enhance productivity and lead to food security and livelihood

Despite efforts to implement these declarations, conventions, and national policies, gender bias still exists on so many levels, curbing potential individuals from striving towards their best and living an independent life free of domination and fear. Women are disproportionately affected by poverty, discrimination, and exploitation. While both men and women technically have equal access to either forum, this is insufficient due to the unequal relative positions of men and women in many Tanzanian societies. Women face extreme socio-economic disadvantage and severe power imbalances with men in their communities. The outcome deters women from fully engaging and effectively precludes them from accessing their rights, including rights to ownership of productive resources.

Productive resources such as water and land are essential to the livelihoods of most of the world's rural families. Yet, poor rural women often do not have the same level of ownership rights as their male counterparts. Such ownership rights are important because they are believed to increases women's household decision-making and empowerment, which in turn increase household efficiency in agricultural productivity as well as individual equity. Women's rights are essential, as secured access to land and other natural resources is at the heart of progressive living. Furthermore, women's rights to land are an important factor in social status, economic well-being, and their struggle to achieve equity and equality in society. Women's rights to land are a fundamental structure necessary for the modernization of rural nations (Alden Willy 2001). While many people in the developing world lack secure property rights and access to adequate resources, women have less access to land than men do in all regions and in many countries (Food and Agriculture Organization of the United Nations [FAO], 2011b).

Rural Tanzania is the home of the most vulnerable group of women, where gender inequalities with respect to accessing land are central problems. Various findings indicate that most women in villages are illiterate, unaware of any existing entitlements and lacking sufficient assets to fight for their rights, and that their involvement in land administration institutions is limited. Having empowered women in a country means a great reduction in dependency rates, a reduction in violence against women, increased household income, leading to increased household purchasing power, resulting in an improved standard of living. The UN State of Women in Cities Report emphasized that "… wealth in the hands of women leads to much more equitable outcomes in terms of the quality of life of families and communities," UN-HABITAT (2012/13). It is therefore inevitable that empowering women economically will certainly lead to the country's development.

CHAPTER THREE
OUR IDENTITY

3.1. Preamble

Our Vision: Tanzania without poverty, injustice, and inequality in which every person enjoys a right to a life of dignity.

Our Mission: To eradicate poverty, inequality, and injustices by working with people living in poverty and exclusion and their institutions, partners, alliances, social movements, and supporters.

Our Core Values

- **Mutual Respect**, requiring us to recognize the innate worth of all people and the value of diversity.

- **Equity and Justice**, requiring us to ensure the realization of our vision for everyone, irrespective of gender, sex and gender identity, race, ethnicity, caste, class, age, HIV status, disability, location, and religion, etc.

- **Integrity**, requiring us to be honest, transparent, and accountable at all levels for the effectiveness of our actions and our use of resources and open in our judgements and communication with others

- **Solidarity with people living in poverty and exclusion,** will be the only bias in our commitment to the fight against poverty, injustice, and gender inequality

- **Courage of Conviction**, requiring us to be creative, bold, and innovative – without fear of failure - in pursuit of making the greatest possible impact on the causes of poverty, injustice, and gender inequality.

- **Independence** from any religious or party-political affiliation.

- **Humility**, recognizing that we are part of a wider alliance against poverty and injustice.

3.2. Theory of change

Considering that social justice, gender equality, and ending poverty are achieved by shifting power and redistributing resources, such change is possible by mobilizing and organizing people living in poverty to analyse power dynamics, challenge all forms of power (visible, invisible, and hidden) and hold the powerful accountable at the local, national, regional, and global levels. We understand that addressing structural causes of poverty requires individual and collective action by a diverse range of stakeholders with common interests at local, national, and international level.

AATZ shall support individuals and groups/movements of women, girls, children, youth, and marginalized people to build solidarity around economic justice i and climate justice. We will partner with local, national, regional, and international organizations that can effectively support the agency of people living in poverty and exclusion to claim their rights. Our advocacy work will be linked from local to national, regional, and international levels to influence broader change. We will conscientize and empower people living in poverty about inequalities, power imbalances and human rights violation so that they can take actions through campaigning and solidarity.

Thus, AATZ believes that change is not linear and that opportunities to drive social change, advance alternatives, and resist injustice open at different moments. ActionAid is both a catalyst and a contributor to social change processes. We will be prepared to seize key moments for social transformation when they arise, and to resist backlash, guided by our long-term rootedness in communities and by working closely with people's organisations, social movements, and other allies. ActionAid will strive to create platforms for citizens' actions to hold duty bearers accountable.

3.3. Our approaches

3.3.1. _Human Rights Based Approach_

Through a transformed commitment to confront unequal power, the Human Rights-Based Approach (HRBA) is central to the programming of all AATZ's interventions. Our work will ensure that people living in poverty and exclusion, are empowered to analyse power dynamics, claim, and enjoy their rights at all levels by using/employing justice and gender analysis lenses. Interventions will aim to shift unequal power in favour of those whose rights are violated, ensure a fair share of power and resources, promote gender equality, and build the adaptive capacity of people so that they are able to defend and protect themselves against inequalities, injustices, and poverty.

People living in poverty will be mobilized to challenge all forms of power (visible, invisible, and hidden) and hold powerful individuals to account, including state and other institutions at local, national, regional, and global levels. AATZ's development programs will be anchored in AAI's program framework and will reflect empowerment, solidarity, campaigning, and promoting credible alternatives in light of the minimum standards of HRBA and consistently test our Theory of Change.

All our approaches will employ feminist and gender analysis in understanding power dynamics in any context and designing programs to promote rights, redistribution, and

resilience as key milestones in all processes. Lasting change is one that is championed and led by people living in poverty and exclusion, especially women and young people. When the people are empowered and linked through solidarity, campaigning, people's organizations, social movements, citizen's groups, and other allies, and when their power to drive structural change is strengthened, then and only then, will we see collective efforts and struggles become more impactful.

3.3.2. _Partnership and Collaboration_

ActionAid TZ will continue to work with partners, alliances, and social movements that share common objectives and values to build broad-based alliances locally, nationally, and internationally. From the grassroots to the national level, we shall mobilize people living in poverty and exclusion and their institutions and movements to strengthen their capacity so that they challenge the status quo and transform the underlying systemic and structural problems that result in inequalities in the distribution of power and resources. We will partner with local and national organisations that can help people living in poverty become more powerful by setting up and strengthening their institutions, and we will strive to link them with global movements for collective action and solidarity.

Systematic processes of partner selection and capacity assessment will be undertaken. We will invest more in developing our partners' institutional capacity. On the other hand, we will hand over the management of some local rights programs to partner organizations through a rigorous learning and organisational development process.

3.3.3. _Women at the centre of our work_

Recognizing that women have been disadvantaged for generations and their role as drivers of change has been constrained, we will endeavour to work with women, their organizations, and movements across all program priorities to empower them so that they confront unequal power and gender inequalities. The emphasis will be on adapting to intersectional feminist analysis in all programming processes to empower women and girls, especially those who are more disadvantaged, and to enable them to act individually and collectively to protect and promote their rights in a way that power and resources are redistributed, and their resilience is developed.

Institutionalization of agencies for women will be given more emphasis. Through women's agencies, we will mobilize, organize, and empower women to challenge all forms of discriminations, and transform their social and political status, and create safer spaces for

their active participation in development. We will work with women so that they question and change gender norms around care work, expand their leadership roles and demand, and secure economic justice.

A need to create safer spaces for women's participations in social development

We will promote feminist transformative leadership at all levels of the organization and work with partners so that feminist analysis of development is widely adapted to challenge inequalities in the distribution of power and resources that perpetuate discrimination and excludes women.

3.3.4. *Working with Children and Youth*

Because of the fact that children are the next generation but remain a vulnerable group, AATZ will deliberately work on promoting the rights of children and protecting them from any form of violence, exploitation, and abuse. Children are right-holders, and we will strive to enable them to actively engage in the design, implementation. and monitoring of development endeavours that directly or indirectly affect them so that their voices are amplified.

Youth and their agencies will be mobilized and empowered to take an active part in development programs and hold the government and corporates accountable in addressing the rights of their people. We will work with youth to promote civic education and empower them to take leadership roles as responsible citizens. We will also work towards strengthening their entrepreneurship skills to secure their livelihoods. ActionAid will closely work with youth activist groups and youth movements so that opportunities are created for youth to play a

crucial role as change agents in development, democratic governance, and decision-making processes at all levels.

Satellite youths' hubs are effective policy spaces for young people and addressing other youths' challenges.

Global Platform Tanzania (GPTZ) will be the focus of AATZ youth programming. The GP will provide capacity and tools for young people to organise effectively and act with real impact in policy spaces for young people. As a response to the COVID-19 pandemic, GPTZ will also play a critical role in extending digital skills to young people in rural areas through its four satellite youth hubs in Unguja, Mafia, Pemba, and Kilwa as a response to the pandemic and to bridge the rural-urban digital divide. Through the youth hub activities, AATZ will strengthen the economic and civic agency of young people by building and strengthening both digital and physical platforms. The GPs will also serve as a hub to drive and showcase young people's green innovations. Additionally, there will be a deliberate effort to skill young people in transformative feminist leadership, youth-led research, non-violent actions, creative activism, Finally, GPTZ will use its advantage of being part of the Global Network of other GPs to connect and amplify local young people's struggles in national, regional, and global spaces. Thanks to a host of opportunities and resources that the GP secretariat provides, it will also be expected to support the development of digital tools for engagement and ensure that young partners have a range of capacities, tools, and resources to engage in local and national level advocacy.

3.3.5. *Participatory methodologies and tools*

AATZ will build on its experience in employing participatory methodologies in development processes and use more transformed tools as a rights-based process for conscientisation/education and empowerment of people living in poverty and disadvantaged groups especially women, girls', and youth to enable them analyse power, confront unjust power and claim their rights. We will strengthen our participatory review and reflection processes to promote critical reflection and improve its quality and outcomes, thus maximizing accountabilities and learning.

3.4. Whom We Work with and Where?

AATZ will mobilize and support individuals and groups/movements of women, girls, children, youth activists, and marginalized people in rural and urban communities in mainland Tanzania and Zanzibar to promote social justice, gender equality, and the eradication of poverty. Our grassroots programs will be implemented in 6 selected districts, namely: Chamwino, Singida, Mafia, Kilwa, Pemba, and Unguja, where we have long-term development commitments. During the strategy period, we will undertake reviews and evaluations of some of these program areas to gauge achievements, considering the set objectives at the onset of the programs. We will undertake a planned phase out of at least two local rights programs and consolidate interventions in others. Thus, by the end of the strategy period, the number of operational areas will be reduced to four (4) LRPs. However, depending on the funding context, we may expand to other prioritized and strategic areas to reach more needy people.

At the national level, AATZ will continue to work with local and national partners, coalitions, forums, networks, social movements, and other national and international organizations that promote social justice, gender equality, and ending poverty.

CHAPTER FOUR
OUR PRIORITIES

4.1. Our Programme Priorities

Overall Goal: *Economic justice, climate justice, gender equality achieved through shifting power.*

4.1.1. Program Priority 01: Gender Responsive Public Services and Inclusive Education

Strategic Objective 1.1: Public education systems are more inclusive and responsive to the needs and rights of all children, particularly girls and children living in exclusion, and guarantee affordable, quality, and inclusive education.

Education transforms lives and is the surest investment to break down social and economic differences between people, it unravels gender-based inequalities and accelerate progress towards achieving the vision 2030 agenda for Sustainable Development. Hence, we seek to promote quality gender-responsive and inclusive education, promote rights in schools, and other participatory approaches that place human rights at the centre of any development initiatives. Specifically, we will provide research -based evidence on how revenue can be raised and redistributed in gender responsive ways, delivering rights through quality public services, such as education. We will strive to develop the capacity of people living in poverty and support their struggles in demanding public accountability and inclusiveness in terms of delivery and access to education in public schools. We will also promote inclusive education systems that remove barriers limiting participation and respect diverse needs and abilities, eliminating all forms of discrimination in the learning environment.

Raised revenue if well redistributed can establish quality, inclusive and gender esponsive public services such as schools

The change we want to see

- Children, particularly girls and children living with disabilities will have increased access to affordable, high-quality public education and equitable learning opportunities that are fair for everyone.

- Policymakers will be influenced to create equitable and inclusive education systems and learning environments that address diversity without discrimination, respect learners' rights and ensure access to all children.

- Improved school systems and learning environments to prevent and address the causes of dropout to achieve the successful completion of basic education for all, including vulnerable groups.

- Fair taxation systems and increased investment in public education result in increased teacher-student ratios as well as reductions in shortages of teachers.

Key interventions

- We will develop the capacity of people living in poverty (women, youth, and children) to conduct school/community-based participatory action research using the Promoting Rights in School (PRS) framework to produce Citizen's Education Reports for policy engagement.

- We will engage communities to conduct analysis on barriers hampering delivery of quality gender-responsive education, learn about the challenges and opportunities, and engage with communities, decision makers at all levels, and policy makers to advocate for the provision of inclusive education systems and improved learning environments.

- We will support and facilitate women, youth, and children to analyse power and challenge traditional and cultural norms that restrict girls and children with disabilities from accessing and participating in education.

- We will collect evidence at the local and national level through participatory methodologies to make the case for improved inclusive education for girls, children with disabilities, and those who are excluded, in accordance with global commitments and human rights.
- We will advocate for the enactment of progressive policies and laws that promote inclusive and gender-responsive public education in collaboration with like-minded organizations, youth, and women's movements, and monitor access and delivery of education to children with disabilities.

- We will engage with relevant authorities and institutions to roll out in-service training curricula for improving teachers' pedagogical skills so that they are able to use a wider creativity strategy to meet students' needs in mainstreamed classrooms.

- We will raise awareness of tax justice issues at the community level (including the use of Reflection-Action Circles) to create key constituencies of informed citizens who can demand progressive tax policies at the local and national level.

- We will engage young people, women, and excluded groups to analyse and track national budgets for public financing of public services to determine whether sufficient funds are allocated and whether they are gender responsive.

Strategic Objective 1.2: Promote decent living and working environment in the education sector

Creating a safe, secure, and respectful/supportive teaching and living environment is critical in improving teacher's motivation, among other factors, towards the delivery of quality education. Public school teachers are subjected to low salaries and poor working conditions such as inadequate or no accommodation facilities within or near schools or rather dilapidated housing facilities. Such challenges contribute to a general decline in the status of the teaching profession where the majority of teachers, women in particular, are compelled to leave their jobs out of dissatisfaction, which in turn affects the pupil- teachers Ratio (PTR) given the amount of workload imposed on others to compensate for the vacant positions.

Therefore, we will work with like-minded CSOs, educational institutions, and other stakeholders such as TEN/EMET, TTU, and ATE to advocate for a good living environment such as good houses and the availability of electricity at home so that teachers' productivity, attendance, and job satisfaction is improved. We will advocate for increased resources and government attention to teachers' needs, which are very essential for effectiveness in classrooms and increased student achievement. Critical to this will be advocacy to increase the tax-to-GDP ratio through fair and progressive taxes so that the size of the budget can increase and thus the share allocated to education, which is currently at the very lower end of the 15-20% globally agreed benchmark.

The change we want to see

- Every learner is taught by qualified, motivated, and empowered teachers within well-resourced, efficient, and effectively governed systems to achieve inclusive and gender-responsive education for all, increased financing for gender-responsive public education and teaching profession-related services.

- Improvements in working and living conditions for teachers, especially women, and an increased number of women able to access decent work in public education (e.g., evidenced by reduced gender pay gap, GBV, work life balance etc.) in line with the ILO definition.

- Improved teaching environment, professional employment terms and conditions, and professional development systems and models are established and maintained.

Key interventions

- We will undertake feminist research and analysis on teachers' living and working conditions to generate evidence on how women and men are impacted by the conditions and build a case for advocacy.

- We will document the voices and experiences of women in the education sector, including the impact of staff shortages, low pay, and poor conditions on the quality of services they can provide.

- We will raise awareness about decent work in line with ILO standards and ILO C190 to create key constituencies of informed teachers who can demand improved teacher's living and working conditions (decent work) in the education sector.

- We will collaborate with and support Tanzanias' Teacher's unions and other stakeholders to advocate for the enactment of progressive policies and laws that promote decent work in public education.

- We will engage teachers, movements, and coalitions to analyze the government's education budget allocations and enable greater scrutiny of future allocations and expenditures.

- We will mobilize feminist groups, youth and student movements, and trade unions, to critically engage in advancing redistributive public and fiscal policies - budget allocations, public spending, tax policies, wage bills for frontline workers, etc.

- We will establish strategic linkages between teachers and tax justice coalition so that teachers can join CSO advocacy efforts to increase the size of the budget through fair and progressive taxes, allowing more money/funds to be available for education and, in particular, teacher wages.

Strategic Objective 1.3: Promote sustainable water, sanitation, and hygiene services (WASH) in schools

Lack of safe gender-segregated sanitation and hygiene facilities at school not only puts children's health and dignity at risk, but it also significantly reduces the quality of the educational environment and means that some children, especially adolescent girls, will be compelled to miss school. Proper water, sanitation, and hygiene practices in schools can lead to higher rates of enrolment and a lower absenteeism rate, particularly for girls, as well as increased gender parity in the classroom. Combining SRHR and WASH interventions creates opportunities to bolster health and human rights outcomes, but synergies between the two are not always prioritized, and integrated approaches are limited in both policy and practice. We will strive to influence the government to provide WASH services in all public schools, especially those in rural areas. We will advocate for increased public financing for WASH services in schools.

The changes we want to see

- Schools will be a safe environment that supports equal opportunities for high-quality education and the healthy development of children.

- Sustainable and equitable access to safe drinking water in schools leads to improved hygiene and sanitation services.

- Increased access to WASH in schools for girls and children with disabilities

- Increased budget allocation for primary and secondary education resulted in improved school infrastructures, which contributed to higher school enrolment, performance, and attendance.

Key actions (Interventions)

- We will engage women, youth movements, children, and coalitions to engage in evidence-based policy advocacy and dialogue for increased budget allocation for primary education.

- Building on best practices from previous interventions, we will engage with parents and school management committees (SMCs) to conduct a school-based assessment through PRS on the situation and develop school improvement plans to ensure the construction of latrines, water systems, hand-washing facilities, etc.

- We will engage young people, women, and excluded groups to track national budgets for public services to determine whether adequate funds are allocated and are gender responsive or sufficient and to mobilise a response.

- We will promote Social Accountability Monitoring (SAM) in schools to assess budget allocation, utilization, and performance and produce citizen's reports.

Strategic Objective 1.4: Promote Child protection against all forms of violence/abuse for effective realization of right to quality and inclusive education.

Violence against children is a deep-rooted problem in society and thus demands purposeful interventions focusing on promoting the welfare of children. Building up on previous experience and on-going programs, AATZ will work from the individual to the national level, engaging both male and female students, parents, teachers, school management committees, police, public service providers, religious leaders, like-minded CSOs, and policymakers. Our programs will focus on addressing cultural practices, norms, attitudes, and behaviours that perpetuate discrimination of children and violation of their rights in schools. We will mobilize and build networks of diverse stakeholders to successfully influence policy changes, improve school environments, spark shifts in individual attitudes and behaviours, and generate greater educational access and outcomes for all children.

The changes we want to see

- Cultural practices, norms, attitudes, and behaviours that discriminate against the girl child in school and at home are reduced.

- Enactment of Legislation to prohibit corporal punishment in all educational settings, public and private, such that all laws authorizing or regulating corporal punishment in schools must be repealed, including the Education (Corporal Punishment) Regulations 1979 under the National Education Act 1978 in mainland Tanzania. In Zanzibar

- Safe and non-violent school environments and child protection systems are established and maintained, along with policies and systems to address violence against children in schools.

- Increased capacity of children to recognize and take action to prevent harm.

- Improved community-based protection and support systems for children's rights.

Key Interventions

- We will advocate for the enactment or enforcement of laws and strategies that promote the rights of children and prevent violence against children in schools.

- We will work with CSOs, women, girls, and parents to advocate for increased national budgets, such as for training teachers and promoting collaboration among ministries and departments that have a responsibility to follow up on cases that are reported and provide support to survivors of violence.

- We will work with UNICEF, Save the Children, and Plan International to review and develop a teacher code of conduct to ensure that child rights protection measures are comprehensively incorporated, monitored, and hence the teacher's adherence to guidelines.

- We will lobby the government for the provision of training for teachers on positive discipline and non-violent classroom management practices, as well as working with parents on positive parenting and creating strong links between schools and parents to tackle SGBV in schools. We will engage women and children to analyse and challenge practices, attitudes, and norms that perpetuate the violation of children's' rights.

- We will raise community awareness and conduct policy advocacy work on VAC by producing user-friendly videos, booklets, posters, radio spots, dramas, TV talk shows, and dialogues.

- We will work with school managements to establish and strengthen school clubs to promote the rights of the students.

- We will collaborate with child-focused organizations, networks, forums, and coalitions for mutual learning and sharing, as well as collective actions to promote rights of the children.

4.1.2. Program Priority 02: Community Resilience and systems change for Climate Justice

Strategic objective4.2.1: Promote sustainable livelihoods systems and the resilience of women smallholder farmers and young people

AATZ works at the intersection between inequality, exclusion, and climate change - where poverty reduction meets climate action and the desire to preserve our natural habitat meets the need to protect local natural resource rights underpinning thriving communities. Climate change makes inequality worse because the poorest people feel the effects the most. It also has a big impact on biodiversity on land and in the ocean.

We will focus on developing capacity in climate resilient sustainable agriculture (CRSA), including alternative technologies among women and young people, and support collaboration through networks for meaningful connection and opportunities to engage in policy processes at all levels. We will take the lead in holding both national and local governments to account for national and international commitments. We will advocate for the government to allocate resources to support agro-ecological practices and for the government to provide social protection mechanisms to help affected communities absorb shocks in times of crisis or calamity. It is thus imperative to develop an enabling environment for women and youth-led accountability through developing practical recommendations for policymakers, supporting institutions to better engage young people in governance processes and inter-governmental accountability mechanisms, and supporting young people to advocate for participation in state-led accountability mechanisms. We will continue advancing our work in agro ecology initiated in the previous strategy, to consolidate the organization and sustainability of women's and young people's economic initiatives.

Changes we want to see

- Smallholder producers, women, and young people adopt and promote sustainable and green development models for their livelihoods. It is anticipated that young people and women, will build their resilience and power to respond to crises and take the lead in creating communities and societies that are just and green.

- Small-scale producers and their allies/supporters hold governments accountable while defending their rights to natural resources and livelihoods.

- Young people and their allies push international bodies, governmental authorities, and the private sector for policies and finances that redistribute resources and reduce pollution and emissions, while national governments increase social protection mechanisms for affected communities.

Key Interventions

- We will develop the capacity of young people and women in the use of social accountability monitoring tools such as budgeting processes, public expenditure tracking, climate financing and community score cards, to monitor allocation and utilization of resources, improving transparency, and accountable climate actions at both local and national levels.

- We will support youth organizations and their networks and women's movements to organize, mobilize and create inclusive platforms at local and national levels to engage the government and private sector, and advocate for embedding economic and climate justice in policies and budgets.

- We will develop the capacity of young people and women and their allies to analyze the impact of extractive industries and engage duty bearers and the private sector to promote sustainable livelihoods and demand for inclusive public policies and green economic models.

- We will develop/build young people's capacity on green economic models by promoting sustainable farming systems, community-based forestry, market linkages/market strategies, collective marketing, and circular economy; and we will support them in establishing strong Green Youth Hubs within communities and promoting green-responsive livelihoods (pilot green models).

- We will support young people in developing participatory humanitarian response strategies, mainstreaming ActionAid Humanitarian signature, building community-cantered resilient models, and mapping crisis contexts using open street maps.

- We will support smallholder women farmers and young people to advocate for better social protection policies, particularly for addressing climate-induced displacement and migration and influencing humanitarian and disaster risk reduction to be more localized.

- We will engage with youth and women to carry out action research and develop practical alternative solutions that support and promote participatory governance and pro-poor policies and practices that support sustainable development models.

- We will engage young people, women, and excluded groups to track national and local budgets for public services to determine whether more funds allocated for climate sustainable agriculture reach communities and are sufficient whilst securing rights to natural assets for livelihoods.

- We will empower women farmers and young people to analyse climate change impacts; conduct participatory vulnerability assessment, track and monitor policies related to climate change and sustainable farming systems engage and present their perspectives and alternatives in policy and budget processes at local and national level, and lead to change.

State-led accountability mechanism is necessary for effective engagement of women and young people in resource allocations to support them.

Strategic Objective 4.2.2: Promoting women's participation in natural resource management governance processes and decision-making structures for economic empowerment and sustainable livelihood

We acknowledge that women form the majority of resource users and managers, yet this responsibility seldom translates to the political and economic levels. Women are largely excluded from owning land and hence benefit less from natural resource wealth, and they are disproportionately excluded from participating in natural resource management due to the patriarchal system, traditions, and beliefs. Moreover, while the impacts of environmental contamination and pollution adversely affect all, women are particularly vulnerable due to heightened exposure in their gendered roles and unpaid care responsibilities. Therefore, we will strive towards advancing women's access and control over land and other natural productive resources such as water and forest and ensuring that both men and women access and benefit from natural resources in an equitable and sustainable way.

Changes we want to see

- Smallholder rural women producers have more secure and sustainable access to markets and productive resources, leading to increased income, increased women's economic participation and capacity to engage and influence policies and practices as well as increased women's involvement in decision making processes about economic activities and natural resource management.

- Improved women's ownership of assets, particularly land and other productive resources and farming equipment.

- Increased number of women and men, challenging the structural, social and cultural barriers to women's participation in the decision-making process and ownership of natural productive resources.

- Women are conscientized to challenge inequalities and hold the government accountable.

Interventions

- We will facilitate and build women's and youth's movements, coalitions, and alliances to engage traditional leaders to challenge and overcome structural social and cultural norms that restrict women's rights to natural productive resources.

- We will develop the capacity of women and men on rights to natural and productive resources, to analyse gender roles, altitudes, and behaviours related to women's rights, and challenge unequal power balances over natural and productive resource rights for women.

- We will mobilize young people and women's organizations and their movements to effectively engage and reinforce policies, laws, and practices that aim at promoting women's rights and representation and participation in decision-making bodies related to natural resource management.

- We will provide training and capacity development to women's organization and networks to advocate for fair and inclusive natural resource governance systems, land rights, and other resource rights that underpin women's ability to productively use natural resources.

- We will conduct assessments to identify specific resource and environmental-related security and health threats to women, ensuring that women have safe access to key resources, such as fuel wood and water,

- We will support piloting and dissemination of innovative technologies, such as improved cook stoves (energy-saving stoves) that protect women from adverse health impacts.

- We will mobilize young people and women's organizations and their movements to effectively engage and reinforce policies, laws, and practices that aim at promoting recognition, redistribution, and reduction of unpaid care work.

- We will develop the capacity of women and men equally, upholding human rights and minimum labour standards for women's involvement in the extractive sectors and ensuring private companies operating in the extractive sectors engage both men and women during environmental and social impact assessments.

4.2. Organizational Priorities

4.2.1. ***Remodel and transform our organisation – strengthen leadership and governance, fit for purpose and future structure, dual citizenship, entrench a feminist leadership culture****.*

AATZ commits to fostering its internal and external accountability mechanisms to ensure democratic governance and effective representation of diverse interest groups. Accordingly, we will strengthen our internal constituency by ensuring that people living in poverty are proportionately represented in the general assembly. Moreover, we will increase attention and investment in promoting shared understanding on matters relating to the vision and mission through capacity development for staff and the board on leadership, governance, and social justice. We will also embrace training on leadership for social justice, gender, and transformative feminist leadership and analysis.

We will invest in developing the capacity of the Board and the General Assembly so that they effectively play their oversight and decision-making roles. We will also increase the involvement of governance bodies in advancing our mission.

As an affiliate member of the Federation, AATZ will contribute to its overall strategic and governance direction through governance, technical, financial, and support services to advance the internationalization process. AATZ will ensure accountability by creating systems and mechanisms in which leadership and governance structures are held accountable for their actions as per their institutional mandate.

During the strategy period, AATZ will strengthen systems, policies, and practices in a manner that it makes them more effective, accountable, more agile, and efficient in their decision-making. Accordingly, we will redesign the organizational structure that will respond to the requirement of light presence modal as well as the country's strategy paper. Through organizational remodelling, AATZ aims to achieve agility, maximize program impact, and ensure financial sustainability and institutional resilience. The new structure will have a reduced number of LRPs and core staff, with a possibility of increasing the number of staff based on the number of secured new projects. Some of the core functions will be sought through service sharing agreements as the need arises. AATZ will continue to work with the Country Support and the CMR team to assess the delivery of KPIs and identify the support needed. AATZ is committed to enhancing/building the capacity of leaders at all levels and staff on feminist leadership, as well as ensuring that internal systems and practices adhere to feminist principles.

4.2.2. To build a culture of learning, accountability and quality M&E that generates knowledge, evidence-based alternatives and communicates impact.

AATZ will strengthen its monitoring, evaluation, and learning (MEL) systems to support the achievement of the CSP goals. We will develop robust systems and mechanisms for data collection, processing, and storage, as well as cross-organisational coordination for evidence and learning, and ensure harmonized systems for communication, data, and knowledge management. We will further invest in reflective learning with partner organizations and other stakeholders, analysis of the quantitative and qualitative impacts of our work, and in the diverse contributions to transforming power relations. AATZ will cover all functions across the organization, from operational to high strategic aspirations. We will undertake participatory baseline studies and indicator development with all partners and people living in poverty and exclusion to build common understanding and agreement on the desired change. The baseline will analyse power in all its forms: visible, hidden, and invisible.

We will develop a detailed MEL framework in line with the Global MEL framework, and accordingly, we will develop a strategy implementation plan, communication plans that embrace digital technology to ensure the quality of our programs, value for money, and maximize impact. We will ensure that the developed indicators incorporate power, and hence we will be able to track and report on power relations and power shift. MEL tools and mechanisms will help people living in poverty and exclusion assess key changes in power relations and progress in eliminating poverty, inequality, and injustice. Moreover, AATZ will invest in appropriate information technology and digital M&E processes that are user-friendly for people living in poverty and exclusion. We will regularly conduct reflective learning sessions through PRRP and annual learning reviews to test and validate assumptions embedded in our Theory of Change and generate knowledge to support evidence-based decisions and impact.

We will develop internal capacity to strengthen documentation, knowledge management, dissemination, and storage of information to enhance knowledge sharing and learning, institutionalization, and invalidation. We will also continue conducting quality periodic program audits to ensure compliance with various program procedures as outlined in the Accountability Learning and Planning System (ALPS).

4.2.3. Secure resources from diverse sources aligned to our vision and values to meet strategic funding needs and build a culture of fundraising innovation.

AATZ solicits funding from two major sources: child sponsorship (Regular Giving Income), institutional funding, and partnership and philanthropy. In the last four years, we raised almost similar levels of income annually but also witnessed the phasing out of some projects.

Child Sponsorship

During the strategy period, we will increase the quality of our child sponsorship deliverables and supporter care services to maintain existing supporters and attract more child sponsorship. Program integration will be promoted so that programs continuously benefit children. AATZ will invest in staff and partners capacity development in order to improve child sponsorship performances/outcomes. We will also strengthen tools used for child message collection, monitoring, quality controls, targeting, and tracking timelines. Child sponsorship processes will be modernized by embracing digital technology at all levels in collaboration with the Global Secretariat. in addition, we will strengthen our accountability to our supporters and donors by improving the quality and speed of performance reports.

Institutional, Partnership and Philanthropy

AATZ will enhance fundraising and resource mobilization in more diverse ways for strategic results. More efforts will be invested in developing proposals based on our strategy and ensuring cost recovery that will allow us to be sustainable over time. We will strategically focus on the exploration of new models of fundraising and innovations, such as social enterprises and corporate fundraising. In search of funding, we will strengthen our relationship and alliance with local philanthropy foundations and country donors whose priorities align with AATZ approaches, values and principles. We will develop a fundraising plan based on the funding gap in accordance with this strategy.

To achieve this ambition, we will strengthen our internal fundraising capacity and that of partner organizations. We will seize the available opportunity to actively participate in the decision-making process at the Federation level. The fundraising methods we are currently employing will be reviewed from time to time, to adapt to changes and embark on effective and innovative methods to ensure program-led funding.

4.2.4. ***Enhance digital connectivity, ICT4D systems, communication, innovation and revolutionise our ways of working****.*

The advancement of information and communications technology offers a great opportunity for AATZ to develop its systems and practices in all aspects of organizational engagement. We will purposely explore and employ digital systems as far as our financial capacity allows for increased efficiency and effectiveness across all functions. We will continue to explore and improve internet connectivity at the head office and all areas of operations.

Communication's role will be transformed to play a key role in promoting our mission work. Communications will be used to address social and political issues related to our mission work,

such as expanding political space, promoting participation of youth, and mobilizing social movements. We will seek to better communicate the results of our work to the AAI Federation, donor countries, and sponsors, supported by advancements in MEL systems and hence strengthening accountability to donors. We will strive to align our communication products with the AAI SIF 2, so that we can contribute to global collective goals and objectives.

Besides documenting and sharing processes and success stories, communication interventions will disseminate advocacy and campaign messages, thereby strengthening the organization's linkage with the wider public. We will be revamping internal communications systems and developing strategic relationships with the media. We will engage with local, national, and international media and reach relevant audiences through electronic and print media. We will periodically update our social media pages, such as Facebook, YouTube, Twitter, Instagram, and other forms of media we have access to, to enhance our visibility of the work done by partners and AATZ.

Moreover, we will develop the capacity of staff and partners to ensure the regular flow of information to key stakeholders and effective engagement in new ways of communication and platforms. AATZ will empower people living in poverty to ensure that they develop messages and communicate in a very organized manner through appropriate channels. We will develop capacity development programs for all AATZ staff, partners, and other stakeholders to understand not just the role of technology, but the potential value addition and possibilities for innovation and learning through technology.

4.2.5. *Improve our resource management to enhance effectiveness and promote accountability and transparency.*

Human resource Management

The staff head count will be aligned with the light presence model. the process will aim to create an adaptive team to quickly respond to change and deliver organizational aspirations. AATZ recognizes that human resources are the most valuable assets of the organization. Therefore, we will put in place a recruitment system and process to attract and retain talented staff. AATZ shall create an enabling environment that encourages the diversity of its staff, including competent women, youth, people with disabilities, and other minority groups

AATZ shall strengthen its performance management systems and practices to enhance individual staff and teams' performance effectiveness and efficiency. AATZ will identify the most appropriate, consistent, inspiring, and reinforcing ways to celebrate individual and teams' performance to raise morale and encourage the team members to work hard. A

comprehensive, competitive salary structure and scale will be developed to make AATZ competitive in the labour market. Moreover, a competency framework will be developed to indicate the managerial and personal competencies of each staff member. Moreover, interns and volunteers should be provided with hands-on experience of working towards achieving social justice.

AATZ is committed to strengthening the embodiment of shared values, whereas efforts will be exerted to deepen accountability at various levels within the organization; by strengthening staff induction processes and nurturing leadership through role modelling and leadership training. We will build leadership that promotes mentorship and coaching, which will help staff recognize their strengths and leadership qualities.

Staff will continue to sign up to the AA Code of Conduct as a mandatory requirement for all staff. AATZ shall enact staff safety and security policies, HR Policy and procedure manual, SHEA and safeguarding, whistleblowing, child protection policies, etc., which will be regularly updated to guide our operations. The security policy shall outline how ActionAid staff and partners' safety and security risks will be consistently managed within acceptable limits across the entire ActionAid Federation. A strong risk management culture will therefore be championed to ensure that all programmes and activities are delivered in compliance with ActionAid's minimum safety and security requirements. We will foster a more positive digital culture and leverage new technologies and platforms to create a more productive and adaptive workplace for the constantly changing environment.

Financial Management

AATZ will continue to strengthen the financial management systems and practices, and this will be among the top priorities as an important enabler for delivery of our mission work and ensuring efficiency and accountability. Efforts will be inclined towards strengthening our financial management efficiency, budget monitoring and controls to ensure compliance to policies and procedures at all levels. We will update financial policies and procedures manual to accommodate changes in context and align to the Global Financial Management Framework. We will also improve the financial planning systems and internal controls at all levels, develop the capacity of Board members, staffs, partners, and communities, to actively participate in budgeting and financial management processes. AATZ will also enhance accountability to the General Assembly, Governance Board, Global Secretariat, partners, and donors as well as other external stakeholders, by promoting budget transparency, producing, and sharing quality reports timely. We will regularly monitor reserves at all levels to maintain compliance to our resource allocation framework and improve Global Financial System (GFS)

and other financial management programs & tools in collaboration with the Global Secretariat. Moreover, AATZ will ensure compliance to internal policies and procedures, external statutory laws and regulations and global assurance policies and strengthen internal and external audit processes and improve grant management systems and practices including rollout of Contract management System.

4.2.6. Funding Projections

The sources of income for the CSP period will largely be from Child Sponsorship (CS) Income, Institutional funding, Partnership and Philanthropy. CS income refers to income from a regular giving product with a child profile donated by our supporters from the UK, Italy, Greece, and Sweden. AATZ projects to raise a total amount of £1016 CS income for the period from 2022 to 2026. Institutional funding refers to income from bi-lateral and multi-lateral sources raised primarily through competitive processes and governed by a contract, for example, income from EC, NORAD, DANIDA, etc. During the CSP period, income from this source will on average, constitute 36% of the total income. AATZ expects to raise an amount of £2,110 from this income source over the CSP period. Philanthropy and partnerships are donated income, major donors, corporates, trusts and foundations. During the strategy period, we will intensify our fundraising efforts in this area to increase this income stream. An average of £662 is expected to be raised from this income stream over the CSP period.

Table xx: Income Projections (2022-2026)

Income Source	2021 [Base Year] £000	2022 £000	2023 £000	2024 £000	2025 £000	2026 £000	Total £000
Child Sponsorship	1,052	1,207	1,080	963	933	896	6,131
Institutional Funding	1,137	810	453	313	544	652	3,909
Partnership and Philanthropy	-	-	-	-	-	-	-
Total	**2,189**	**2,017**	**1,533**	**1,276**	**1,477**	**1,548**	**10,040**

*** Figures in this table are projected based on the income and expenditure trend up to 2017. They may vary in the future.

4.2.7. Risk Management

Tanzania has experienced rapid democratic declines that have led to shrinking civic space, violations of human rights, harassment of human rights defenders, suppressing freedom of media, low public accountability, and barriers to accessing information. These together with other program, financial and operational risks, may inhibit AATZ in delivering on this strategy. Therefore, to cope with those risks and deliver this strategy, AATZ, will institutionalize risk management system by assessing internal and external risks at regular intervals.

We will develop a comprehensive risk register for this strategy period that will be reviewed and updated at regular intervals. Our National Governance Board will be the custodian of the overall risk register, while the Senior Management team will be collectively responsible for its management.

ActionAid Tanzania is a development agency committed for social justice, gender equality and ending poverty. It was initiated as a cross-border by ActionAid Kenya but later became full-fledged Country Programme in 2000. It is a registered organization in the country under the Companies Act 2002 and an Affiliate Member of the ActionAid International Federation. It has a National Board and General Assembly. It operates in the mainland and Zanzibar

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