

MONITORING, EVALUATION AND LEARNING (MEL)

FRAMEWORK (2022-2026)

1.0. Background

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. As a registered organization in Tanzania and an affiliate member of the ActionAid International (AAI) Federation, it has the National Board and General Assembly and it's represented at the ActionAid International Assembly.

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

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.

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.

2.0. Country strategy paper five (CSPIV) direction and commitments.

AATZ has developed the Country Strategy Paper V (2022 – 2026), titled “ **Actions for Resilient and Just Society**” which is focusing on two major priorities and their strategic objectives all of which aligned to the directions of *Action for Global Justice* – ActionAid International Global Strategy particularly the priorities under SIF2. The SCP five priorities are: 1) Gender Responsive Public Services and Inclusive Education, and 2) : Community Resilience and systems change for Climate Justice. The following are expected outcomes:

- Children, particularly girls and children living with disabilities will have increased access to affordable, quality public education and equitable learning opportunities that are fair for everyone
- People living in poverty hold Policymakers and government accountable to create equitable and inclusive education systems and learning environments that address diversity without discrimination, respect learners’ rights and ensure access to all children.
- Increased number of motivated, and empowered teachers within well-resourced, efficient, and effectively governed education systems to achieve inclusive and gender- responsive public education
- Improved working and living conditions for teachers, especially women with 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
- Schools have a safe environment that supports equal opportunities for high-quality education and the healthy, improved water, sanitation, and hygiene condition

- People living in poverty take actions hold Policymakers and government accountable to equitable and sustainable, water, sanitation, and hygiene conditions in schools
- Cultural practices, norms, attitudes, and behaviours that discriminate against children in school and neighbouring communities are reduced
- Government's actions to enacting legislation to prohibit corporal punishment in public education settings
- Smallholder producers, women, and young people adopt and promote sustainable and green development models for their livelihoods.
- Smallholder producers, young people and vulnerable people and their allies hold governments accountable to provide support services and defending their rights to access to basic resources to reduce climate change vulnerability and impacts
- Women increased capacity and participation to engage and influence policies and practices on women's involvement in decision making and management- of natural resource
- Improved women's access and ownership of natural resources (land, water, forest etc)
- 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 resource

3.0. Objectives of the MEL framework

This Monitoring, Evaluation and Learning (MEL) framework is developed to strengthen capacity of AATZ in assessment of progress made time after time in actualization of the key commitments and promises indicated in the CSP V (2022-2026). The MEL framework will also support the organization to generate knowledge which is very important to ensure effectiveness, agility, and adaptation, Moreover the framework will guide assessment of assumptions made as well as testing our Theory of Change (TOC). Moreover, this framework will contribute to the strengthening of the institutional monitoring, evaluation and learning function as well as accountability.

4.0. Scope of the framework

The framework is focused on AATZ' mandate and control over commitments to ensure realization of its strategic objectives and outcomes. It recognized that the organization will be implementing various project which are aligned to the CSP hence this is a key reference document

that will guide the MEL process of all projects. It recognizes the requirement by most donors to have a MEL framework for a particular project, the emphasize is that all MEL frameworks and systems for projects should be aligned to this MEL framework.

5.0: 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. In summary, the theory of change highlights the goal of shifting power and redistribution of resources through

- Mobilization and organization of people living in poverty and exclusion to analyse and confront unequal and unjust power

- Building capacity of people living in poverty to analyse power dynamics and challenge all forms of power (visible, invisible, and hidden)
- Building power of people living in poverty to take collective actions to hold the powerful accountable at all levels (Local, national and International)

5.1. Testing theory of change

AATZ will deploy various monitoring and evaluation approaches to test our theory of change, progress tracking will be done to assess on a regular basis to understand the effectiveness of approaches and process and actions to ensure realization of TOC. Regular reflections will be done to understand what is working, what is not working, what should be improved to ensure effectiveness and realization of power shift and resources redistribution. The focus will be generating evidence on how changes are happening in line with TOC.

6.1. Organizational Development

The CSP has set key organizational development priorities including transformation of governance and leadership systems, measuring impact and documentation, enhance Communication and ICT systems, Strengthen financial management and control systems and resourcing the strategy, The MEL is designed to assess the effectiveness of the institution, processes and systems in relation to the requirement of program work implementation. Specific indicators will be developed to assess the organizational performance in terms of capacity, culture and infrastructure established and strengthened to ensure effective implementation of programs.

7.0. Operationalization of the MEL framework

7.1. Monitoring and Evaluation Mechanisms.

Action Aid will deploy different monitoring and evaluation strategies depending on the type of results being investigated. Immediate and intermediate changes, for example, will be tracked and assessed on a regular basis to understand the efficiency and effectiveness of Action AATZ's programmes, whereas long-term changes will be assessed at different stages, with timeframes that are relevant, using M&E designs that

have been selected according to the programmes' attributes and key questions. Participatory Review and Reflection Processes (PRRP) will be conducted twice per year, to promote downward accountability to communities and stakeholders, and deepen their understanding on the way ActionAid works and how to measure impact., create platform for community participation in analysing and providing feedback on key issues that relate to ActionAid's development work including issues around rights, power, and change. enable ActionAid to capture the voices of communities and partners to inform its future planning, and learning from practices and improve efficiency going forward, Moreover, Quality Program Audits will be conducted periodically to ensure compliance with various programming procedures as outlined in Accountability ,Learning and Planning Systems(ALPS).

7.2. Information and Knowledge Management

Effectiveness of ME system will depend on quality of planning, programming, reporting, and decision making, we will ensure that data monitoring and management systems are developed to ensure collection of quality data that are accuracy, reliable, complete and consistent This will help to make decisions and appropriate choices in regard to delivering social justice, gender equality and eradicate poverty ultimately ensure efficiency and effectiveness of programs. Data collection systems (both digital and offline) will be developed to ensure timely data collection, data storage systems will be developed to ensure that data are centrally stored and easily accessed by different stakeholders within the organization. Moreover, standard will setup to ensure quality of data as well as reporting, data collection techniques will be employed to ensure that the collected information is reliable and validated. To ensure quality of data, AATZ will develop a Data Quality Assessment Plan that will guide regular monitoring and data quality assessment to verify reported output and outcomes as well M&E systems and tools applied by AATZ staff and Partners..

7.3. Communication and Reporting

We can only demonstrate the impact of our work if it is well reported and disseminated strategically to communities, partners, and other stakeholders. Reports will be used as a tool to communicate and demonstrate accountability to external and internal stakeholders on how AATZ

is delivering the SCP commitments. We will use the information and generated knowledge to produce reports according to needs and requirements to ensure accountability at different levels and share generated lessons.

MEL FRAMEWORK MATRIX

Outcome	Indicators	Definition of Indicators	Means of Verifications
Program Priority1: Gender Responsive Public Services and Inclusive Education			
<i>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.</i>			

<p>Outcome: 1.1.1 Children, particularly girls and children living with disabilities will have increased access to affordable, quality public education and equitable learning opportunities that are fair for everyone</p>	<ul style="list-style-type: none"> • % of pupils (F/M) enrolled in target schools disaggregated by with or without disabilities (primary/secondary levels) • % and # of pupils enrolled in schools that remain in the following year (Sex, Disabilities) • Extent to which basic learning facilities availed to children with disabilities 	<ul style="list-style-type: none"> • Girls and children with disabilities are enrolled and retained in schools across their education circles, learning materials and equipment are available to facilitate learning process to children with disabilities. 	<p>District Annual Educational Statistical Report, Quarterly Monitoring Reports. School Report; Contribution Tracing report, District Education Office) Records. Outcome Mapping/Outcome Harvesting, Schools' attendance registers Interviews and observations</p>
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<p>1.1.2 People living in poverty hold Policymakers and government accountable to create equitable and inclusive education systems and learning environments that address diversity without discrimination, respect learners' rights and ensure access to all children.</p>	<ul style="list-style-type: none"> • # of people living in poverty with confidence and ability to defend their rights to education. • # of Actions taken by government towards policy review/development and implementation on equitable and inclusive education. • Extent to which government budgets respond to needs of all children especially children with disabilities • Evidence that legislation and regulations prohibit discrimination in school institutions (e.g., parenthood, and disability). • # of People living in poverty and exclusion reporting lower discrimination of girl's children with disabilities in school setting. 	<p>Action that leads to policy development, review and implementation including review and development of guidelines. Policies and plans to embrace inclusive education, children protection from discrimination</p>	<p>Education Policy Brief Report, Education Sector reports, Media Monitoring Partners, Alliances District Education Report, AATZ activity reports.</p>
<p>Strategic Objective 1.2: Promote decent living and working environment in the education sector</p>			
<p>1.2.1 Increased number of motivated, and empowered teachers within well-resourced, efficient, and effectively governed</p>	<ul style="list-style-type: none"> • .# of collective actions undertaken by people's organisations and unions to demand decent work 	<p>Empowered teachers: Means their ability to engage and voice about their rights, Education systems: Laws and policies, regulations, public funding,</p>	<p>Case Studies, Contribution Tracing; Key Informant Interviews; Review of Policies. Focus Groups Discussion (FGDs), National Budget</p>

education systems to achieve inclusive and gender- responsive public education	<ul style="list-style-type: none"> • # Of teachers reporting increased budget for living and working environment • Extent to which TTU, parents and SCOs are involved in demanding increases in budget allocation to living and working environment needs. • # Of Action taken by government towards policy review/development and implementation on teachers' living and working environment • Teacher-student ratios 	Human resource, teaching facilities etc.	Reports, AA reports, Education sector reports. Media reports etc.
1.2.2 Improved working and living conditions for teachers, especially women with 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.	<ul style="list-style-type: none"> • % Of female teachers with access to decent houses within or nearby school • # Of actions taken by female teachers. TTU, Students' movements to demand enactment of progressive laws and policies that promote decent work in public schools. • # of female teachers reporting improved working environment (employment terms and 	Access to decent work specially housing, protection of labor rights, creation of safe working environment for women such as prevention of GBV at work place.	District Education Reports, surveys, and research reports. ILO reports, national policies reviews, observation, field monitoring, TTU reports etc. Public Human resource management policies, guidelines, code of conduct etc.

	conditions, in-service training, reduced GBV, work life balance etc)		
Strategic Objective 1.3: Promote sustainable water, sanitation, and hygiene services (WASH) in schools			
1.3.1 Schools have a safe environment that supports equal opportunities for high-quality education and the healthy, improved water, sanitation, and hygiene condition.	<ul style="list-style-type: none"> • % Of public schools with adequate water supply facilities • % Of public schools with adequate latrines • % Of public schools with functioning hand washing facilities. • % of schools with waste collection and disposal facilities. • % Of schools with Friendly hygiene facilities available to all pupils' including those with disabilities 	Proportion of schools with water supply facilities. Latrines, hand washing facilities etc. as per national; guideline and indicators	LGA District education Report; Partners/AATZ/LRP Reports, National guidelines and reports, interviews, observations, PRRP reports, Citizen reports.
1.3.3 People living in poverty take actions hold Policymakers and government accountable to equitable and sustainable, water, sanitation and hygiene conditions in schools	<ul style="list-style-type: none"> • # of Actions taken by government towards policy review/development and implementation on SWASH • Extent to which government budgets 	Action that leads to policy development, review and implementation including review and development of guidelines. Policies and plans to ensure equitable and sustainable WASH facilities and services in schools, proportion budget allocated to SWASH.	MOH/MOEST budget report; Reflection Action cycles citizen reports. (PET, PRS, Community score card, PRRPs reports, interviews, observations etc. LGA District education Report; Partners/AATZ/LRP Report; photos

	<p>respond to needs of all children especially girls and children with disabilities</p> <ul style="list-style-type: none"> # of People living in poverty and exclusion reporting improved 		
Strategic Objective 1.4: Promote Child protection against all forms of violence/abuse for effective realization of right to quality and inclusive education.			
1.4.1: Cultural practices, norms, attitudes, and behaviours that discriminate against children in school and neighbouring communities are reduced	<ul style="list-style-type: none"> Increased % of caregivers have positive parenting and communication/joint decision-making skills and behavior Steps and actions taken by actors at different levels) of policies addressing violence and ensure child protection in schools Evidence of social norms and attitudes change to embrace children rights and protection. # And type of community/school-based initiatives of protection and support systems for children's rights 	<p>Caregivers (parents, teacher, religion leaders etc, have improved communication with children without discrimination and change of attitude towards children.</p> <p>Protection systems refers to structures, guidelines, capacity, coordination and monitoring systems in regards to child protection.</p>	<p>Survey with schools and communities.</p> <p>AATZ/LRP/Partners progress report; School reports, observations, interviews case studies etc.</p>

<p>1.4.2: Government's actions to enacting legislation to prohibit corporal punishment in public education settings.</p>	<ol style="list-style-type: none"> 1. Number of actions taken by government to prohibit corporal punishment in schools 2. Existence and use of suitable measures / alternative constructive punishment mechanisms. 	<p>Measures taken by the government that leads to policy development, review and implementation including review and development of guidelines. Policies and plans to stop corporal punishment in schools. Introduction of alternative discipline measures to corporal punishment in schools.</p>	<p>Policies, guidelines, teachers code of conduct, circulars, media, Government reports .</p>
<p>Program Priority 02: Community Resilience and systems change for Climate Justice</p>			
<p><i>Strategic Objective 2.1: Promote sustainable livelihoods systems and the resilience of women smallholder farmers and young people</i></p>			
<p>2.1.1 Smallholder producers, women, and young people adopt and promote sustainable and green development models for their livelihoods.</p>	<ul style="list-style-type: none"> • # Of small holder producers, women, young people reporting on adaptation to green development models: (agro-ecological farming, alternative energy (e.tc) for livelihood. • # and type of alternative solutions that have been brought to scale within: (SRF Indicator 8 (food security alternatives to agri-business, alternatives to polluting energy-sector. local actions, youth led responses 	<p>Total of small holder producers, women, young people reporting that their livelihoods suffer a minimal loss from climate change due to new adopted green models such as agroecological farming system practices eg. use of drought tolerant crops improved land management, clean technologies, etc)</p>	<p>District reports, budget Reflection Action circles citizen reports. (PETs, PRS, Community score card, PRRPs reports, interviews, observations etc.</p>

	<ul style="list-style-type: none"> • # of small holder women and young people producers, with knowledge and skills on adaptation models and resilient to climate change. 		
<p>2.1.2 Smallholder producers, young people and vulnerable people and their allies hold governments accountable to provide support services and defending their rights to access to basic resources to reduce climate change vulnerability and impacts.</p>	<ul style="list-style-type: none"> • # Of various policy actions taken by the government to respond to needs and demands raised by Smallholder farmers, most affected communities to ensure rights protection. • # and % women and young take actions to monitor, policies, budget allocation and utilization regarding response to climate change and its impacts. • Number of actions taken by the government to improve support and services to small holder producers and vulnerable communities. • # of smallholder farmers women and young people reporting improved access to 	<p>Action that leads to policy development, review and implementation including review and development of guidelines. Policies and plans to ensure access to support and services (addressing climate change vulnerability and its impacts.)</p>	<p>Ministry of Agriculture budget report; Reflection Action cycles report. PETS; citizen reports; AATZ/Partners progress reports, PRRP reports, District reports</p>

	support and services from the government.		
2.1.3 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 financing and social protection mechanisms for affected communities	<ul style="list-style-type: none"> • # of key policy influencing spaces/platforms engaging young people and their allies to share their joint advocacy actions calling for national, regional, and international commitment on investing in climate-resilient and sustainable mechanisms • % of budget allocated and disbursed to support smallholder farmers on climate Resilient Agroecological farming system and other adaptive initiatives. • #Actions taken by the government and private sectors to reduce pollution and emissions 	Action that leads to policy development redistribution of resources (finances, technology e.t.c) and reduction of pollution and carbon emissions	outcome mapping/outcome harvesting; case studies; contribution tracing; key informant interviews; review of policy documents. national reports.
Strategic Objective 2.2: Promoting women's participation in natural resource management governance processes and decision-making structures for economic empowerment and sustainable livelihood			

<p>2.2.1. Women increased capacity and participation to engage and influence policies and practices on women's involvement in decision making and management- of natural resource.</p>	<ul style="list-style-type: none"> • % of women involved in decision making and natural resource management processes • # of actions taken by the government to create conducive environment for women to effectively participate in natural resource management process. 	<p>Proportion of women involved in decision making process and natural resource management (such as sectoral committees, village councils, environmental committees, water user committee etc.)</p>	<p>District reports, budget Reflection Action circles citizen reports. (PETs, PRS, Community score card, PRRPs reports, interviews, observations etc.</p>
<p>2.2.3 Improved women's access and ownership of natural resources (land, water, forest etc)</p>	<ul style="list-style-type: none"> • # Of women with CCRO's (Certificate of customary Right of Occupancy registered to women. • # of women reporting improved safety and protection while securing water and fuel energy. 	<p>Refers to sampled women who own land and other natural resources divided by total sample, as well as women who reports reduction of GBV incidences associated with access to natural resources.</p>	<p>AATZ/LRP/Partner progress report; key interviews; contribution tracing; outcome harvesting, surveys reports, PRRP reports.</p>
<p>2.2.4 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 resources</p>	<ul style="list-style-type: none"> • Actions taken by women and men in challenging practices that prevent women participation in decision making bodies and ownership of productive resources • # of women and men challenging barriers to women's participation in the decision-making process and ownership of natural productive resources 	<p>Activities carried out by women such as campaign, rallies, dialogues, petitions e,tc, to raise awareness and demand change on norms and practices that are barriers for their participation in natural resource management processes.</p>	<p>AATZ/LRP/Partner progress report; key interviews; contribution tracing; outcome harvesting</p>

	<ul style="list-style-type: none">• State of VAW cases in relation to ownership and access to productive resources		
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