



## Southern Highlands Participatory Organisation ( SHIPO)



# STRATEGIC PLAN

2022 - 2026



STRATEGY

MISSION

PLANNING

DIRECTION

VISION

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## List of abbreviations

CBWSOs	Community Based Water Service Organizations
CI	Connect International
FOT	Friends of Tanzania
HWTS	Household Water Treatment and Storage
ICT	Information and Communication Technology
IKI	International Climate Initiative
INGOs	International Non-Governmental Organizations
IWRM	Integrated Water Resource Management
LGA	Local Government Authority
MUS	Multiple Use Services
MVIWAARUSHA	A network of Farmers and Pastoralists Groups in Arusha Region
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organization
PCF	Pestalozzi Children Foundation
PESTLE	Political, Economic, Social, Technology, Legal and environmental
PSEA	Prevention of sexual exploitation and abuse
PWD	People with Disability
SHIPO	Southern Highlands Participatory Organization
SMARTechs	Simple Market based Affordable Repairable Technologies
SME	Small Medium Enterprise
SWOT	Strengths Weaknesses Opportunities and Threats
TAWASANET	Tanzania Water and Sanitation Network
TLM	Teaching and Learning Materials
WASH	Water, Sanitation and Hygiene
TARA	Tanzania Recyclers Association

## Summary

### 1. Position of SHIPO in Tanzania (incl. added value/position 2026)

In 2026 SHIPO aims to be in a position whereby it continues to be a strong local partner for INGO's, LGA and other stakeholders in the implementation of projects and become more visible as a recognized trainer. SHIPO will aim to be well visible and active on several digital platforms' .

### 2. Conclusions of SWOT and PESTLE analysis

The analysis confirms the relevance of SHIPO as an organization that is active in the area of WASH and education in Tanzania. Climate Change becoming more and more visible , in the new strategic period we will increase our focus on environmental issues.

While the former 1995 Education and training policy emphasized on access to education, with focus on obtaining the needed skills for social and economic development; the current 2014 education and training policy capitalized on education for economic revolutions aiming to get Tanzania in the Middle-income economy state by 2025. SHIPO will use the available resources and opportunities to contribute into this mission particularly by placing emphasis on digitalization of learning and involvement of parents in improving the teaching and learning environment

### 3. Choices in Priority; target groups

We will focus on women, youth, farmers and entrepreneurs to create income, jobs and improved livelihood activities which respond to climate change, environmental issues, needs for WASH and agriculture related solutions (incl. irrigation). We will focus on children, teachers and parents and stakeholder for them to have access to inclusive and quality education.

### 4. Choices in Way of working

SHIPO will continue to use a Participatory Approach. As part of Skills Development, it will have an increased focus on job skills (including teachers' skills), innovation and business development and digitalization. We work in multi-Stakeholder cooperation. Social Inclusion and Gender related issue, Good Governance and Climate Change will be our crosscutting themes.

### 5. Our profile & cooperation

We will focus on the training and capacity building of project participants, MSME's and businesses and CSOs and contribute to networks. We will deal with challenges through collaboration with national and international organizations, government and knowledge institutions and networks.

### 6. Our strategic partners and networks

In the area of WASH and environment SHIPO works with several donors including SKAT and GIZ. Also, SHIPO is part of the SMART Centre network, TAWASANET and Precious Plastic and TARA. Through these partners and networks, we remain up to date, share learnings and obtain funding for SHIPO activities. We will continue to develop the relationships with (potential) partners and networks on WASH and environment, including Solid Waste Management and Innovation. In the area of Child Development and Child Protection we work on an improved educational environment with We World and PCF and in close cooperation with LGA and other stakeholders. SHIPO will also try registering with Tanzania Education Network – Mtandao wa Elimu Tanzania (TENMET) so as to add value and become more visible on the education endeavors.

### 7. Resource mobilization

We engage with internal and external stakeholders and mobilize resources through increased networking and collaboration and by using our track record. Resource mobilization includes contributions from communities as part of project implementation. Besides SHIPO uses its assets, especially building and land, to generate income to reduce donor dependance.

### 8. Aimed impact

In this strategic period, we aim to increase our impact and effectiveness through innovation, and digitalization, business incubation and dissemination of SMARTechs and continued quality and standards of projects. We aim to contribute to Climate Change awareness, preparedness,

adaptation and mitigation and to agro-ecological farming. SHIPO will continue to build an improved educational environment with pre- and primary schools with schools in Ludewa and Mbozi district and expand to new area if funding allows to do so.

**9. Office structure; required capacity and expertise**

We will focus on the training and capacity of project staff through internal exchange and learning and collaboration with other organizations and networks (Application of Linking and Learning Approaches).



# 1. Introduction

## 1.1 Background of SHIPO

SHIPO is a Tanzanian Non- Governmental Organisation (NGO) based in Njombe Region 5 km South of Njombe Town Centre along the Makambako-Songea Tarmac and Main Road. SHIPO has been registered on 7th May 2001 with the Ministry of Home Affairs under the Society Ordinance Act of 1954 and provided with a Certificate of Compliance No. 1629 on 27th Sept 2005 in the Vice-President's Office Under the Non-Governmental Organization Act 2 Sect. 11 (3) of Act 24 of 2002.

IN 2019 there was a new Non-Governmental Organization Amendment Regulation Act of 2019 that required registration of organisations previously registered under other written laws. All NGOs had to submit their registration certificates for activation where no registration fee had to be paid.

The three founder members, Mr. Walter Mgina, Mrs. Ester Mgina-van Vugt and Mr. Protas S. Mwanyika have remained active as board members. SHIPO board has 8 members. Since December 2007 SHIPO has its own offices [SHIPO-BARABARA-YA-SONGEEA-59101-NJOMBE-MJINI] with a training centre on the Songea Road. The premises host SHIPO staff as well as staff of other NGO's and organizations and is used for training and meetings. SHIPO started in an initial strong partnership with the Dutch Organization, Connect International (CI) as well as other mainly Dutch organizations. Through the years SHIPO has developed partnerships with other organizations in- and outside Tanzania which has helped SHIPO to develop itself into a strong local NGO.

## 1.2 Reflection on last strategic period and way forward

During the period 2017-2021/22 SHIPO

SHIPO continued to build expertise with private sector actors in the Water, Sanitation and Hygiene (WASH) sector, specifically on SMARTechs (Simple, Market based, Affordable, Repairable Technologies) which are affordable, are fit for self- supply which are also increasingly used for agriculture. Its extensive track record in the implementation of larger water schemes we see that people and communities increasingly require a water supply that can be used for Multiple Use Services (MUS), like for irrigation of small gardens and increasingly also for the growing of crops like vegetables, avocado, potatoes and tea. During the last strategic period SHIPO SMART Centre continued to provide basic and more advanced and refresher self-supply training to WASH entrepreneurs/ artisan and other organizations in and outside Tanzania.

In the places where SMARTechs have become available it is seen that the private sectors adopt the technologies and provide services to households, farmers and communities. During the period 2022 - 2026 SHIPO SMART Centre will continue to provide training and updates on technologies. At the same time, it will focus more on quality control and certification of SMARTech products and services as well as advocacy of the SMARTechs to the government. Moreover, SHIPO concentrate on promoting and sensitizing about water resource management including retention of water, reduced use and efficient use of water. In this context SHIPO will provide SMARTechs solutions that can be used in the implementation of improved Integrated Water Resource Management (IWRM) Besides,

SHIPO has a long track record in the Education and Health sectors, especially in Ludewa and Mbozi districts. During the last strategic period SHIPO has managed to improve the school environment and quality of education in several schools in Njombe and Songwe Regio including 54 primary schools in the districts of Ludewa and Mbozi ; thanks to a large-scale project implemented during the previous 4 years. SHIPO has supported teachers by implementing various trainings to teachers in different subjects including learner centered/ participatory/active learning methodology, school management and

leadership, pre-primary education and Montessori methods 'basically those on the pedagogical competencies linked to the new syllabus on 3R' English, Mathematics, Kiswahili, Science. At the same time SHIPO has completed 79 infrastructure interventions improving school facilities with new classrooms, teacher's offices, dining halls, kitchens, latrines and water points, including a rainwater harvesting system. SHIPO has provided books, teaching aid materials, furniture and sports equipment to the schools. SHIPO has also worked closely with the local education authorities in the implementation of awareness raising activities for pupils, parents and teachers on the right of girls to attend to school, and the importance of nutrition, and the importance of menstrual hygiene management in the schools. Finally, the organization has helped the schools to grow vegetable gardens. Growing vegetables is not only part of the learning curriculum of the children, but also a great way to improve their diet and their health status by using the grown vegetables as ingredients in the daily school meals. In 2017, SHIPO secured the continuation of the school improvement program for 3 more years. Future education interventions will continue improving the schools' infrastructure and teachers' teaching skills and capacities. But also, SHIPO does put strong emphasis on improving school governance by building the capacity of the local education authorities to supervise the schools as well as on strengthening the cooperation of the parents and the school. Similarly, in our new education interventions, SHIPO will also pay attention to the rights of the children and the prevention of cases of violence and abuse.

The best practices observed during implementation of the previous strategic plan that include: establishment of school gardens and fruit trees will still be prioritized and where possible scaled up to more areas so that the benefits are enjoyed by other communities.

Some SHIPO interventions particularly nutrition practices and trainings were highly appreciated by the district (Ludewa) where things like kitchens with dining halls including production of nutrition advocacy materials were commended by His Excellency Andrew Tserere-The Ludewa District Commissioner who instructed the rest of Ludewa communities to learn and practice what SHIPO does.

## **Accomplishments**

Some specific accomplishments of the last strategic period are:

- Recognition /certification for manual drilling from the Dar es Salaam Water Institute
- Continued collaboration with our main donors
- SHIPO contributed to development of guidelines for community capacity(CBWSOs- Community Based Water Supply Organizations building now being used by RUWASA
- Community participation, awareness and project ownership have resulted in improved education results, school infrastructure, school feeding programs, productive school gardens and fruit trees (avocado plantations).
- Following the success of school gardens in 24 schools as part of the MAMMIE project, the District Commissioner instructed all 116 schools in Ludewa to have a school garden. Also, posters on nutrition messages with SHIPO logo were requested and spread to all communities. Additionally, SHIPO is being invited in the regional nutrition meeting to contribute towards improving the nutrition status in Njombe region (note that Njombe region has been among the poor regions in terms of nutrition excellence in the recent years)
- Avocado trees in schools and communities are valued for nutrition and income from sales to meet school requirement costs.
- Improved school attendance & results



- SHIPO has developed policies including: Child self-guarding policy, Ant fraud, bribery and corruption policy, Whistleblowing policy, Prevention of sexual exploitation and abuse (PSEA) policy and tools that meet the requirements of donors
- Mundindi Secondary School dormitories, which we handed over to the government in 2016 has been upgraded to Form VI.
- Madilu Secondary school Dormitories, which handed over to the government in 2018
- Establishment of a small-scale plastic recycling workshop with SMARTechs based on the Precious Plastic model.
- commitment SHIPO Team; solidarity vs Tolerance also during challenging times
- We found new partners to fund new projects (eg. IKI small grants, Makete Lagunak, AUARA and FOT, PCF) and used new types of finance e.g., crowdfunding for the plastic recycling project.
- We created awareness, did innovation & learning and got interest from different stakeholders on plastic recycling and have been invited to events

### **New Strategic Period 2022-2026**

This strategic plan focuses on the direction of SHIPO towards 2026. It gives a highlight on its overall strategic ambitions and how it attends to reach these. Also, it gives an inside on the Strategic planning process SHIPO board, staff and multiple stakeholders have contributed to. We like to thank Mr. Matthias Saladin from SKAT Foundation, Mr. Henk Holtsalg and Mr. Reinier Veldman from SMART Center group, Mr. Emmanuel from TAWASANET, Ms. Elice Englibert from Nyasa Basin, Sustainable Agriculture of Tanzania (SAT), RUWASA HQ, MVIWAARUSHA, and Ms. Gabriela Herrero from AUARA for their contribution and openness.

Although Tanzania made good progress on SDG6, 34% of rural people do not have access to safe water. Currently 66,1% of the workforce are in agriculture and 63,5% of the households rely on firewood. Only 9% of the women in Tanzania own land and property<sup>1</sup>.

In education the focus is on ensuring equitable access to education and training for all, including the most disadvantaged (ESDP 2016/17-2020/21 that complies to Agenda 2030-SDG 4 which states: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations). Despite implementing different policies, and in particular, the Education and Training Policy (1995), the Vocational Education and Training Policy (1996), National Higher Education Policy (1999) and National ICT Policy for Basic Education (2007) and the current Education and Training policy 2014 with various successes; there is still weakness in the education provision, shortage of teachers, shortage of equipment, resources, poor teaching and learning infrastructure including challenges in the approval and control of the quality of schools.

As per the UNICEF updates and their 2019 report, in 2007, Tanzania achieved nearly universal access to primary education. However, since then, enrolment of primary school-aged children has been dropping. An estimated 2 million children between the ages of 7 and 13 years are out-of-school. Besides, access to pre-primary education is very low and the poor quality of education dampens children's prospects of a productive future. The pupil-to-qualified-teacher ratio at pre-primary level is 131:1. This ratio is 169:1 in public pre-primary schools compared to 24:1 in private schools. Results from the 2014 primary school leaving examinations in mainland Tanzania revealed that only 8 percent of Grade 2 pupils could read properly, only 8 percent could add or subtract, and less than 0.1 per cent showed high levels of life skills (academic grit, self-confidence, problem-solving).

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<sup>1</sup> Five Year National Development Plan 2021/22-2025/26 Tanzania Government

In the context of Climate and Environmental change are of focus will be the sustainable use of water resources, more efficient water uses and uptake of agro-ecological farming.

The overall intention of SHIPO is to continue to build on its experience and expertise in the area of WASH and Environment, Child Development and Child Protection. We will do this by providing training for our target group (women, youth, children, farmers, entrepreneurs and PWSN) and through self - and co-implementation of projects (e.g., construction of school infrastructure). We see an increasing role of SHIPO as a recognized trainer and in facilitating training for various stakeholders, such as project participants, LGA's, artisans and other private sector actors, teachers a.o..

During this strategic period SHIPO expects to continue to provide skills training to artisans, do monitoring and advocate for dissemination of (new) SMARTechs. SHIPO will also support entrepreneurs in the development of their business through innovation and incubation, whereby the focus will be on businesses that provide solutions for social, economic and environmental challenges in the community. SHIPO will continue to use its participatory approach and work in cooperation with communities and the private sectors through Multiple Stakeholder Collaboration.

## 2. SHIPO Strategic Ambitions 2022-2026

1. **Be the preferred provider for training and promoting innovation and green jobs and business generation**
  - a. SHIPO will support youth, including students and graduates to develop their business from a Centre of innovation
  - b. SHIPO has Increased its training capacity e.g., on new technologies and availability of e-learning tools (e.g., SAT, mobile phone) and Digitized curricula (e.g., for teachers) for entrepreneurs, teachers and other project participants
  - c. Green jobs: new technologies and innovations (including sustainable manufacturing) improve livelihoods and create jobs and opportunities for income generation for project participants.
2. **Mainstreaming of SMARTechs**
  - a. Acceptance and dissemination for SMARTechs from the government.
  - b. Cooperate with Water Institute.
  - c. SHIPO to develop report/paper with problem analysis and advice, reference to SKAT report results/evidence- If required: do assessment which can contribute to new regulations and policy changes which are more conducive for manual drillers and reinforcement on water recharge.
3. **WASH and environment solutions:** SHIPO continues to develop and work with the private sector to provide and promote new technologies and solutions for emerging challenges. Farmers adapt SMARTechs for increased water use efficiency and as part of agro-ecological farming. Water experts learn how to design maintenance -friendly water supply networks. Through improved solid waste management (eg. plastic recycling) and “zero waste communities” SHIPO projects contribute to reduced environmental pollution.
4. **Realize quality and inclusive education** as part of the Child Development and Child Rights. SHIPO aims for Increased capacity of all stakeholders to deliver quality pre- and primary education. SHIPO aims to improve both digitization and digitalization in education to enhance teaching and learning in project schools
5. **Climate Action.** Create awareness and capacity with communities to be prepared and respond effectively to environmental hazards e.g., through facilitation in creation of district and community climate action plans. Through its projects SHIPO will measure its contribution on amount of CO<sub>2</sub> equivalent avoided and sequestered.
6. **Increased visibility, scale, impact and effectiveness of our work** through collaboration in networks and consortia with Multiple Stakeholders and by working with local CSO’s
7. **Effective Resource Mobilization.** Have a resource mobilization plan with a focus on diversification of funding, new types of finance and effective use of organizational assets to mobilize financial resources for SHIPO projects.

## 3. SHIPO PROFILE

### 3.1 SHIPO Vision

SHIPO envisions a sustained equitable living standard of people in Tanzania

### 3.2 SHIPO Mission

To promote sustainable inclusive access of social and economic opportunities, which benefit project participants and contribute to community resilience. We do this through their Participation, Resource Mobilization and Multi Stakeholder Cooperation.

Rationale:

- SHIPO has a focus on sustainability, whether it concerns the quality of products and/or services it provides as an organization or whether they are realized in the community or by service providers which have been trained by SHIPO. We consider the financial, institutional, environmental, technical and social elements of sustainability (FIETS sustainability framework)
- SHIPO believes it can only achieve substantial and sustainable impact through the participation and the coordinated effort of multiple stakeholders. This coordinated effort includes resources mobilization, i.e., contributions in cash or in kind of project partners and participants.
- SHIPO will promote and support skills development, innovation and business development on solutions that respond to societal challenges. More specifically SHIPO does this through the promotion of SMARTechs and by supporting the development and dissemination of (new)SMARTechs and other solutions.

### 3.3 SHIPO Values

SHIPO has selected the following values as leading:

- **Integrity:** We stick to organizational policies, procedures and regulations to live up to our moral and ethical codes
- **Accountability:** We want to be a reliable and trustworthy partner to internal and external stakeholders and are committed to deliver what we promise
- **Flexibility:** We respond and adapt adequately to challenges within the organization and in the external environment (dynamic)
- **Innovative:** We are committed to find (new) solutions for emerging challenges and add value for our stakeholders/target group.
- **Inclusive:** We use a participatory approach in stakeholder involvement and ensuring engagement of marginalized groups

### 3.4 Position of SHIPO in Tz (incl. added value/position 2026)

In 2026 SHIPO aims to be in a position whereby it continues to be a strong local partner for INGO's, LGA and other stakeholders in the implementation of projects as well as become more visible as a recognized trainer. SHIPO will aim to be well visible and active on digital platforms .

SHIPO is governed by a Board of 8 members. The Board members represent expertise in important sectors in Njombe Region like Law, Human Resource Management, Financial Accounting, Agriculture, Business and Community Development. The Secretary of the Board is the General Manager of the Organisation. SHIPO Management Team consists of the General Manager, Finance and Administrative Manager and Projects Manager. SHIPO has 21 employees (2022)

### 3.5 Conclusions of SWOT and PESTLE analysis including trends

The analysis confirms the relevance of SHIPO as an organization that is active in the area of WASH and education in Tanzania. Also, because SHIPO contributes to local solutions and initiatives which contribute to self-reliance and business development. Stakeholders generally see SHIPO as a reliable organization and enjoy the collaboration with SHIPO. As Climate Change has become more and more visible, we see an urgency to increase our focus on environmental issues in the communities we work.

During the 1970s Tanzania made great steps forward to make primary education universally available, compulsory, and provided free of cost to users to ensure it reached the poorest. During the 1980s School user fees were introduced. As a result, enrollment and the quality of education declined educational outcomes deteriorated. In 1998 through the local Government Reform Act more responsibility was transferred to local school committees. However, it was until 2016 when reforms when Tanzania committed itself to provide twelve years of free and compulsory basic education to the entire population, leaving no one behind. As a result, enrollment has increased in basic education and the number of out-of-school children has decreased. However, the education plan recognizes that increasing school access while simultaneously improving learning outcomes continues to be a major challenge. In recent years much focus has been on improved access to pre-primary and secondary education. However, all over resources are insufficient to meet all needs. With that the continued efforts of NGO's like SHIPO are still appreciated.

From the Five-Year Development Plan Three (FYDPIII) of the Tanzania Government it can be read that currently the focus is to improve and strengthen education and training systems, including reforming the education curriculum in line with labor market demand and creating opportunities for self-employment. There is a mismatch between output of higher education institutions and labor market needs, related to curricula that lack direct linkages to industry and are inadequate or outdated. Demand for higher level skills is rising across all economic sectors. To address the skills gaps and skills mismatch, the Government collaborates with other stakeholders. SHIPO, in its own specific way aims to contribute to this. Through the SMART Centre it has been giving training to youth on artisan / technical and business skills which allow them to engage in WASH entrepreneurship or become employed in the private sector. As a result of cooperation with the Dar es Salaam Water Institute, Manual drillers are currently being certified. SHIPO envisions to continue with these WASH trainings as well as support innovation and business incubation.

The **FYDP III of the Tanzania government** seeks to consolidate the contribution of non-state actors in economic development through appropriate institutional arrangements to promote harmonious co-existence of the sub sector and its profit-seeking counterpart, as well as the public. Further, FYDP III strives to promote diversification of the sub sector's investment portfolio to other strategically important value-added production and employment generating activities. These include the promotion of not-for-profit social enterprises catering for women/ youth and People with Disabilities (PWD) groups in food processing, handcraft, agricultural business, in social and environment sectors i.e., in education, health sectors, climate change, environmental protection. In section 4.5.4 of the FYDP III, stated inclusiveness means improved equality and is a condition for social stability and mobility of any economic system. The envisioned economic growth shall not only be high/fast; it shall also, for the sake of societal stability, be inclusive. Inclusive development shall be occasioned by policies dedicated to: (i) spending on social development (health and education, human settlements, clean & safe water, environment - paying attention to equitable access, gender and people with disabilities. Therefore, with its experience from the last 20 years, proven track record and ambition of this new Strategic Plan it is expected SHIPO is well positioned to contribute to and in line with the FYDP III.

### **3.6 Choices in Priority; target groups**

We will focus on women, youth, farmers and entrepreneurs to create income, jobs and improved livelihood activities which respond to climate change, environmental issues, needs for WASH and agriculture related solutions (incl. irrigation)

We will focus on children, teachers and parents and stakeholders for them to have access to inclusive and quality education. We will develop our projects in line with this strategic plan, government development plans and SDGs

### **3.7 Choices in Way of working**

SHIPO will continue to use a Participatory Approach. We support Skills Development with an increased focus on job skills (including teachers' skills), innovation and business development skills and digitalization. Where possible we work in multi-Stakeholder cooperation. Our main crosscutting themes are Social Inclusion, Good Governance and Climate Change. Important topics are nutrition awareness, improved household nutrition and Agri business development

### **3.8 Our profile & cooperation**

We will focus on the training and capacity building of project participants, MSME's and businesses and CSOs and contribute to networks. We will deal with challenges through collaboration with national and international organizations, government and knowledge institutions and networks.

### **3.9 Our strategic partners and networks**

In the area of WASH and environment SHIPO works with several donors including SKAT foundation and International Climate Initiative (IKI). Also, SHIPO is part of the SMART Centre network and TAWASANET as well collaborates with MVIWAARUSHA (A network of Farmers and Pastoralists Groups in Arusha Region) on the promotion of the productive use of SMARTechs in agriculture. Through these partners and networks, we remain up to date, share learnings and obtain funding for SHIPO SMART Centre activities. We will continue to develop the relationships with (potential) partners and networks on WASH and environment, including Solid Waste Management and Innovation. In the area of Child Development and Child Protection we work on an improved educational environment with We World, PCF together with other complementary donors like FOT and PFP and in close cooperation with LGA and other stakeholders.

### **3.10 Resource mobilization**

We engage stakeholders and mobilize resources through increased networking and collaboration and by using our track record. Resource mobilization also includes in-kind as cash contributions from the communities as part of project implementation. We also investigate and intend to use new and more diversified types of funding and finance, such as carbon finance mechanism.

SHIPO uses its assets, especially building and land, to generate income to reduce donor dependance and increased organizational and operational stability. Moreover, we will work on visibility. As we use the SHIPO building for training purposes, to host innovation and business incubation we hope to attract new stakeholders. All over we will use an approach of multi sectoral cooperation to improve networking and optimize fundraising efforts.

### **3.11 Aimed impact**

In this strategic period, we aim to increase our impact and effectiveness through innovation, digitization and digitalization, business incubation and dissemination of SMARTechs and continued quality and standards of projects. By doing so we aim to continue to add value to, and increase the capacity and outreach of training and coaching of our target group (eg. youth, women, teachers, farmers, entrepreneurs). We also aim for more resilient households and communities through increased awareness on Climate Change and preparedness on environmental hazards and the use of agro-ecology

and environmental conservation practices among farmers. Moreover, we aim to contribute to improved solid waste management. SHIPO will continue to build an improved educational environment with pre- and primary schools with 54 Schools in Ludewa and Mbozi district and expand to new areas if funding allows to do so.

Aimed impact (WoW choices translated in key ambitions)		
Programme concept/approach	Medium term Outcomes	Indicators and results
WASH and environment	1.1 Entrepreneurship and business development (SMARTechs and innovative solutions)	Indicator 1.1.1: Number of youths that have developed their business (Centre of Innovation, Njombe Beyond, IKI, SMARTechs) Target: 100 Indicator 1.1.2: Number of green jobs and income generating activities (Njombe Beyond, SMARTechs). Target: 200
	1.2 Enhanced capacity with private sector actors/artisans to use SMARTechs to deliver improvements in and maintenance of WASH services	Indicator 1.2.1: Number of trained and certified <sup>2</sup> artisans Target: 200 trained artisans(self-supply) Indicator 1.2.2: Number of active artisans' groups. Target: 30 active groups (Self supply)
	1.3 WASH: Increased use of SMARTechs	Indicator 1.3.1: Number of water points with installed SMARTechs Target:1000 (Self supply) Indicator 1.3.2: Percentage of waterpoints used for productive use in agriculture.(Self supply) Target: 90%
	1.4 Dissemination of SMARTechs	Indicator 1.4.1: Number of trained SMARTechs groups of artisans contracted by government to provide services. Target: 5 groups Indicator 1.4.2: Approval and use of SMARTechs training curriculum at the national level. Target: by 2025 Indicator 1.4.3: percentage of new boreholes that incorporate Managed Aquifer Recharge (MAR). Target: (90% by 2026)
	1.5 Environmental	Indicator 1.5.1: Number of SMARTechs adopted in AgricultureSelf supply) Target: 500

<sup>2</sup> Certification by the Water Institute



		Indicator 1.5.2: Tons CO2 equivalent avoided and sequestered Target: 500
Child Development Child Protection	2.1 Access to, Participation and Equity in pre- and primary education	<p>Indicator 2.1.1:&gt;70% of the project schools are rated good* during the government annual School quality assurance exercise according to the Overall School Quality Score (new Schools Quality Assurance Framework SQAF).</p> <p>Domains to be assessed:</p> <ul style="list-style-type: none"> <li>. Students' overall achievements, the knowledge they have, their participation in practical learning, the results of internal and external examinations.</li> <li>. Teaching and learning in the classroom with a variety of academic records including lesson plans, classroom and subject journals</li> <li>. Curriculum quality, availability of textbooks, reference books and supplementary books and syllabi in schools, it also deals with informal curriculum and its implementation.</li> <li>. Leadership and administration</li> <li>. Environment, health and safety of students and teachers in the school environment</li> <li>• Workplace relationships between schools and the community</li> </ul>
	2.2 Schools have the required Teaching & Learning capacities	Indicator 2.2.2: Teachers have access to both digitized and digitalized T&L courses and curricula

### 3.12 Office structure; required capacity and expertise

We will focus on the training and capacity of project staff through internal exchange and learning and collaboration with other organizations and networks. In the coming period we aim to increase the capacity on business development and work on an improved ICT and data management within the organization (eg. develop an organizational ICT policy). We will also revisit our organizational organogram and work on more clear roles and responsibilities for staff.

### 3.13. Financial forecast (table with target budget per year)

Programme Intervention Area	Type of resource	2022	2023	2024	2025	2026
WASH and environment	Donors.	€ 188K*	€393K	€535K	€ 590K	€600K
Child Development and Child Protection	Donors/ Government Subsidies/ own funding/ Private	€ 235K	€335K	€210K	€160K	€160K
<b>Total</b>		€ 443K	€728K	€745K	€ 750K	€760K

- \* K= X1000

In the new strategic period SHIPO expects to continue the partnership and has included in its plans continued funding from SKAT, We World, PCF, IKI small grants and AUARA. Besides, new opportunities are in different stages of development. These include funding from SWISSAID, government subsidies a.o. The development and updating of a fundraising plan will be part of the annual plan and quarterly meetings.

We observe a diminishing availability of funds in the area of education which results in a reduced projection for 2024 onwards. In line with our strategic ambitions, needs and expected opportunities for new partnerships in the area of WASH and environment, we expect increased availability of funding here towards 2026.

## 4. SHIPO intervention area

The two main intervention area are:

- Water Sanitation and Hygiene (WASH) and Environment
- Child Development and Child Protection.

### 4.1 Water Sanitation and Hygiene (WASH) and Environment

In the intervention area of WASH and environment the **ultimate goal** is that:

***People in Tanzania have access to quality SMART WASH Technologies, inclusive products and services and farmers increasingly make use of them to practice agro-ecological agriculture. By doing so “WASH and Environment” contribute to improved livelihoods and practice of IWRM.***

The WASH intervention area will lead to Medium Term outcomes in the area of WASH, IWRM, Entrepreneurship and Environment

#### **Medium-term Outcomes (benefits):**

**WASH:** Improved health and income in households, schools and communities through a more inclusive access to adequate basic WASH services.

**IWRM:** Sustainable use of available water sources contributing to environmental conservation. Promotion of SMARTechs will be used to IWRM in catchment areas and to build farmers' resilience to climate change. MAR will be use as a tool for a sustainable supply of water.

**Entrepreneurship:** Training on technical and business skills for artisans on provision of quality WASH self-supply technologies and services will result into increased dissemination, income generation and application of SMARTechs in agriculture.

**Environment:** As part of environmental conservation we will promote agro-ecological farming and promote SMARTechs . We will contribute to an improved solid waste management by awareness raising and practising of the 3R (reduce, reuse and recycle of waste products) . This will contribute to reduced environmental pollution and an increased circular economy. We aim to obtain carbon finance for our projects.

### 4.2 Child Development and Child Protection.

In the intervention area of Child Development and Child Protection the **ultimate goal** is: ***To provide Quality and Inclusive education through a healthy and conducive learning environment.***

The Child Development and Child Protection interventions will lead to Medium Term outcomes in the area of

#### **Medium-term Outcomes (benefits):**

Achieving the following Medium-Term Outcomes and indicators:

#### **A conducive, inclusive and safe learning environment**

#### **Teaching & Learning capacities**

## 5. SHIPO approaches

### 5.1 SHIPO generic approaches

The generic approaches applied by SHIPO in all its projects are:

### **1. The participatory approach**

SHIPO uses this approach when it works with communities, organized groups and MSME's. The approach is based on self-help and self-awareness and expects stakeholders to contribute what is within their capacity.

### **2. Skills development**

Project always contain skills development as a component of capacity building whether it is to empower individuals, entrepreneurs, groups in the communities or other stakeholders. These are mostly technical and/or (job)business skills.

### **3. Multi Stakeholder Participation and Collaboration**

Multi Stakeholder (MS) Participation contributes to ownership and increased sustainability of projects and interventions. MS collaboration is used in order to be able to work more efficiently and effectively, e.g. in the development, testing, production, dissemination and scaling of solutions that respond to existing challenges with people and in society and create opportunities for private sector development.

## **5.2 Specific Approaches**

The specific approaches can be found in Annex H. New are:

- Digitization and Digitalization
- Innovation and Business development
- Hazard Preparedness and Mitigation

## **5.3 Cross Cutting Themes:**

SHIPO considers the following cross-cutting themes in it projects and activities:

### **1. Social inclusion**

Social inclusion considers the inclusion of vulnerable people (eg. Orphans) and specific groups like people living with HIV/AIDS or with a disability. It also includes gender equality, gender equity and other forms of special needs.

### **2. Good Governance**

Good governance training is provided to the project community members at the very beginning of a project implementation aiming to help them become responsible, accountable, transparent and fully participate in good decision making and thus make the project successful and in time advocacy

### **3. Climate Change**

Climate Change will be considered as a crosscutting theme for all (new) SHIPO projects, interventions and operations.

## ANNEXES

### ANNEX A: analysis SHIPO added value

Below table shows why and how SHIPO is an interesting partner for:

- a. Government and official institutions
- b. Funding partners/donors
- c. INGOs
- d. Local NGOs
- e. Other partners
- f. Private sector
- g. Project participants

#### Conclusions:

From Table below it has been concluded that SHIPO is adding value to project participants, partners and other stakeholders through its cooperation, training capacity and expertise, by networking and providing a track record.

SHIPO gains from the cooperation with stakeholders through networking, funding, collaboration, expertise, advocacy and in its role as facilitator, trainer and implementer.

<b>Stakeholder/ Partner</b>	<b>What do we offer them? What do they gain from us?</b>	<b>What do we gain from them?</b>
<b>Government/ LGAs</b>	Implementation of projects in the area of education & WASH infrastructure	Expertise
(10 regions RUWASA, 2 regions education/women/children)	Innovation	Tenders from government, policies and regulations, reinforcement of policies, tax exemption
<b>Donors</b>	Strong local NGO	Funds
	Track record	Expertise
	Quality	Networking
	Accountability	
	Results/ Impact	
<b>INGO's</b>	(potential) Partnerships (MSP)	MSP cooperation
(EAF, SKAT, Wilde Ganzen)	Track record	Increased impact/ leverage
	Local presence in communities	
	Well known	
	Office building/ capacity	
EAF	Participation in workshops	networking
Foundation for Civil Society (FCS)/ Wilde Ganzen	Workshop facilitation	SHIPO as facilitator on participatory approach in Community Development for FCS and partners
Winrock, USAID, SKAT	Collaboration/ partnership	Funding, expertise and networking (umbrella organisation)
<b>Local NGOs/CSOs/CBOs</b>	Meeting facilities	Networking
(eg. Nipe Fagio, Bahaka)	Training & expertise	Capacity building
	Linking with LGA's	Expertise
	Advice	Collaboration
	Cooperation/ partnering	
	CBO formation	
<b>Other partners</b>	Role as facilitator/ trainer / knowledge provider	Networking
	Trusted partner /Quality projects	Funds
	Collaboration	Expertise
	Experience	
<b>Private sector</b>	Capacity building / training/ skills/ knowledge/ technologies	Reliable supply
	Collaboration with LGA's; guidance regulations & legal framework	Expertise, adaptation and dissemination of new technologies and solutions
<b>Project Participants</b>	Collaboration	Our existence
(individuals & communities)	Transparency	Contributions
	Participatory approaches	Participation
	Training	Cooperation
	Respond to need of the community	Expertise
	Gender responsive/ sensitive projects	
	Improved income, production & standard of living	
	Child rights/protection interventions	Request for support
<b>Academia</b>		
Waterinstitute	Specific knowledge/expertise	Platform for spreading SMARTechs
	Field practicals	Students doing field practicals
Vikundi Teacher college	Training	Expertise
ADEM	Expertise	Coordination, expertise, updating SHIPO profile
SAT (by SKAT, sustainable agriculture training)	Contracting, collaboration, implementation	Agroecology expertise, training of beneficiaries, bringing knowledge
University of Iringa	Field practicals	Students doing field practicals
Ardhi University	Field practicals	Students doing field practicals
<b>Networks</b>		
TAWASANET	Expertise, membership	Networking, recommendation, advocacy
MVIWATA	Collaboration, networking	Expertise, networking
<b>Other:</b>		
Precious plastics	Technologies	Networks, awareness raising, collaboration, regulations, technologies on recycling, advocacy
Ministry of Natural resources and tourism	Collaboration	Link to Tanzania Forest Fund
Climate impact partner	Carbon compensation	Carbon credits
Tanzania recycling Association	Partnership/ collaboration	Development and value chain cooperation

## ANNEX B: PESTLE analysis

SWOT Tanzania PESTLE environment	
Strenghts	Weaknesses
Sustained political stability	Low economic productivity
Macro economic stability	Few jobs
Abundant natural resources	Large infrastructure deficit
Intention of government to invest in improved access to finance and financial literacy education	Challenging and at times, unpredictable private sector business environment
Intention of government to put in place business systems that recognize needs of youth-owned, women, PLWD and startups and business	Weaknesses in public financial management
	Wide skills gap and notable skills mismatch in the labour force
Opportunities	Threats
Political commitment to develop infrastructure and strengthen economic governance	Vulnerable to potential significant negative externalities of Climate Change in several critical sectors, including agriculture
Nascent private sector, eager to expand	Vulnerability of the economy to exogenous externalities eg. COVID-19, volatile commodity prices
Large youthful population	Vulnerability to natural calamities that can lead to conflicts
Support/promotion of Non-for profit Social Enterprises	MSME's fail to secure financial resources
PPPs between government and private sector	New NGO law (2019) ?
Climate Change Funds (Adaptation Fund and Green Climate Fund)	



## **ANNEX C: analysis trends**

Since SHIPO has recently paid much attention to the WASH, environment and education, it is imperative to consider some political, economic, social, technological and environmental situations that in one way or another might have some effects on the desired organization undertakings.

Generally, there have been some political issues on ministerial restructuring including regulation amendments. There is in place an NGO Amendment Regulation Act 2019 where all registered NGOs have to comply with the existing regulations including reporting of their activities to registrar using the online platform.

There was also a move reflecting the economic status of NGO where during the 2022 national NGOs forum, it was agreed to have financial sustainability and accountability mechanisms for NGOs. An NGO sustainability strategy was developed and launched; hence a need to use it to conform to the operational and registration requirements

In the education sector, processes are underway to review the education and training policy 2014. We look forward to having a new policy by 2024. Also, the education sector development plan 2016/17-2020/21 expired and we expect a new one soon. At the implementation level as an organization, this means we need to take care as we plan and implement curriculum related interventions as there can be some changes within this strategic plan period that is 2022-2026.

More often we see the impact of climate change and communities that face environmental issues such as land degradation, erosion, reduced water levels etc. In order to respond this, we will continue to work on climate change awareness and hazard preparedness. In this context we intend to apply for funding and finance mechanism that can help us to respond to climate and environment related issues.

The Ujamaa presented by Julius K. Nyerere (1962) was the Basis of African Socialism. Through Ujamaa structures were set up in communities and a culture of people volunteering towards the development of their community has been a normal part of society since then. SHIPO has been able to build on this for more than 20 years now; working with people and communities and realize community development through their participation. At the same time, we observe that this social capital from within the community and spirit of working together is at stake due to economic hardships or interest. We foresee that in the near future we need to look at new ways of community mobilization that enhance social cohesion in the community.

## ANNEX D: SWOT analysis

SWOT SUMMARY		
Strengths summary (Staff, Stakeholders, Board)	Weaknesses (Staff)	Weaknesses (Stakeholders & Board)
Ownership of assets; office and land	<ul style="list-style-type: none"> <li>•Staff and technology.</li> <li>•Disunity among staffs.</li> <li>•The low salaries to the SHIPO staffs and the shortage of equipments like computer should minimize the development of SHIPO organization, so as to avoid that it is better to improve that things.</li> <li>•Separation of responsibilities in some of the staff are not clear.</li> <li>•Self-management and awareness training to staffs</li> <li>•Promoting &amp; scaling up new imaging technologies eg. Njombe Beyond Plastic Recycling project</li> <li>•Training in new cultural and technologies</li> <li>•Lack in adoption in technology for having the online donations example through Cryptocurrency. This will enable SHIPO to have more funds for projects.</li> <li>•Possibility to give sustainable products and services</li> </ul>	<ul style="list-style-type: none"> <li>To make good use of transport facility, to dispose and buy other good facility.</li> <li>Education: duplication (more networking needed)</li> <li>Limited Emphasize on training staffs to suit new technologies</li> <li>Capacity &amp; internal processes to develop quality project proposals</li> <li>Parttime employment/ presence and understanding of issue on the ground</li> <li>Too much internally focussed/ working in isolation</li> <li>Lack of funding diversification / Donor dependance</li> </ul>
<ul style="list-style-type: none"> <li>&gt;Practicing of Good Governance: participatory, transparency, accountability staff, financial management commitment, trustworthy, quality )</li> <li>&gt; Participatory approach (planning, implementation, M&amp;E)</li> <li>&gt; Multi sectorial collaboration</li> <li>&gt; Good cooperation with the government and other stakeholders</li> </ul>		
Organizational branding		
Outstanding project implementation capacity Visibility and reliable organization		
Capacity HR, expertise, staff commitment, skills delivery on GG, financial		
<ul style="list-style-type: none"> <li>&gt; Technological innovation and use</li> <li>&gt; Contribution to local solutions- self-reliance (eg. agriculture/WASH solutions)</li> </ul>		
Opportunities summary (Staff, Stakeholders, Board)	Threats (Staff)	Threats (Stakeholders & Board)
Networking	<ul style="list-style-type: none"> <li>•Financial sabotage</li> <li>•Hackers commitment</li> <li>•Donor dependent so SHIPO should invest more in farming eg. Avocado and tree farming</li> <li>•Climate change.(threat)</li> <li>•Damage of reputation by coming up Green branding organizations that will always fail to deliver what they promise to people/communities</li> <li>•Day to day changes of Government policies, laws and regulations</li> </ul>	<ul style="list-style-type: none"> <li>Space for Civil Society Organisations</li> <li>Control/standards for WASH</li> <li>Donor dependance</li> <li>Reduced donor funded projects</li> <li>• International economic stambling/scramble</li> <li>• Environmental changes / climate change.</li> </ul>
Experience on various thematic areas		
Needs from beneficiaries & positive image fo SHIPO in the community ,		
acceptance of SMARTechs; in creased marketing of SMARTechs		
Competitive advantage from new social enterprises addressing SMART Techs		
Support from the Government (expertise, policy development)		
More collaboration with RUWASA/ Government/LGA		
Response and Exchange on challenges:		
- Climate change, environmental issues and WASH,		
- Agroecology, forestry, Link SMART Tech – agriculture,		
- Using plastics in making pavement (collaboration with Aquamental TZ)		
Improve community participation and engagement		
Independent assessment to create evidence (Track Records)		
To expand to new areas		
Funding diversification		
Supportive policies (water, agriculture, agric, educ etc)		
Establishment of income generating projects /use of resources (land/ office) to become less dependant on donor funding		

## ANNEX E: recommendations (MATRIX) from SWOT and Analysis of Trends and context

With the MATRIX shown below the strategies were identified. From the strategies the Strategic Ambitions were formulated as presented in the Summary of this Strategic Plan.

	External Opportunities (O)	External Threats (T)
Internal Strengths (S)	SO <i>Advantage Strategies</i> : Strategies that use strengths to maximize opportunities.	ST <i>Protective Strategies</i> : Strategies that use strengths to minimize threats.
Internal Weaknesses (W)	WO <i>Conversion Strategies</i> : Strategies that minimize weaknesses by taking advantage of opportunities.	WT <i>Defensive Strategies</i> : Strategies that minimize weaknesses and avoid threats.

## ANNEX F: analysis risks: risks- possibility of risk x impact score, risk score, key mitigation action

SHIPO general risks	Possibility Impact (1)	x Risk Score	Key mitigating actions
Drop of income	2x4	8	Fundraising plan, networking. New funding sources
Negative publicity: online/ social media	2x3	6	Good donor relationship, transparency, proper documentation, visibility, GM responsible for communication on social media
People getting hurt when executing their tasks	2x5	10	Follow rules and conditions of the organization, good activity planning.
Major fraud with implementation of a programme	2x5	10	Good financial management,
Reputation damage by non-compliance	1x5	5	SHIPO management ensures compliance to donor and government standards and regulations
ICT security & protection eg. virus, hackers	2x5	10	Awareness among staff/ICT literacy to minimize chances, Change service providers
Immoral behavior by project staff	1x5	5	Staff commitment, orientation on organizational policies and guidelines, staff integrity, staff motivation & conducive working environment, warning
Donor requirements not being met	1x5	5	Staff awareness on donor requirements and proper project cycle management

Copy Cats of technologies- poor quality	5x2	10	SHIPO to Monitor (quality control) an advocate for standardization, certification of artisans
Data security and protection	1x5	5	Adequate ICT system/ data server access regulated in line with role and responsibility, regular backups
Changes in Government policy regulations and guidelines that effects SHIPO negatively	2x2	4	We will respond to it and be timely aware of changes in government regulations and guidelines
Change of donor priorities (thematic, relations, contractual)	2x3	6	Follow developments in PESTLE and be aware on donor landscape, global developments and changing contractual priorities with donors
Currency fluctuations	3x4	12	Budget in hard currency, contractual agreement on how to deal with dropping currency rates
Staff turnover	1x4	4	Secure sufficient funding to keep staff, proper documentation and sharing of information within the organization, staff capacity development, have an organizational information & sharing policy in place
Outbreak of pandemics or other hazards	1x4	4	Preventive and mitigation measures, staff training on Safety & Security issues and trends

## ANNEX G: SHIPO specific approaches

### Specific approaches

SHIPO applies the following Specific approaches in the Intervention area of WASH and Environment:

Specific approaches	Explanation
<b>SMARTechs</b> , (Simple, Market based, Affordable, Repairable Technologies) skills development	includes MUS (Multiple Use Services) and water for irrigation, IWRM technologies, HWTS (Household Water Treatment and Storage) solutions,
<b>IWRM</b> (Integrated Water Resource Management)	includes protection of water sources, recharge/ 3R, MUS, reduced use, environmental conservation and rehabilitation, formation of entities for Operation & management of water structures (eg. CBWSO ) and use of MAR.
<b>SMARTech water and sanitation marketing</b>	includes household and community (public) self- supply, provision of basic services, demand driven, affordable design
<b>Entrepreneurship, Innovation and Business Development</b>	Includes training on technical skills and, business innovation, incubation and coaching of entrepreneurs.
<b>Water supply schemes</b>	includes SHIPO implementing (larger and subsidized) WASH projects, Multi stakeholder, formation of entities for Operation & management of water structures
<b>SMARTechs branding and quality control</b>	through SMART Centre network and advocacy
<b>Agro-ecological Farming</b>	Conservation farming, to improve food security & income generation through increased environmental resilience and use of SMARTechs
<b>Hazard Preparedness and Mitigation</b>	To support district and communities in the development of Climate action plans, to provide consultation on mitigation and adaptation measures for communities, businesses, industries and institutions and to facilitate the co-creation of pilots for climate change mitigation and adaptation measures.

SHIPO applies the following Specific approaches in the Intervention area Child Development and Child Protection:

<b>Specific approaches</b>	<b>Explanation</b>
<b>TLM (Teaching and Learning Materials)</b>	including capacity building of producers, marketing and dissemination of TLM, and training in the schools about Montessori approach and active learning methodologies that are learner centered
<b>Productive schools</b>	Encourage self-reliant activities including vegetable gardening, entrepreneurship and selling avocados to enhance school financing.
<b>Improving school infrastructure and equipment</b>	By building classrooms, latrines, changing rooms for girls and urinal for boys, water infrastructures (waterpoints and storage facilities), teachers offices, kitchens and dining halls and by improving the access of the schools to teaching materials, playgrounds and sports materials, furniture, books etc.
<b>Supporting teachers for better teaching practices and school governance</b>	With personalized coaching through academic officers visiting the schools and the teachers and with training good governance, leadership and curriculum implementation of selected subjects. Facilitators from teachers' colleges and other accredited education can be engaged.
<b>Supporting school committees for further involvement of the parents in school governance</b>	With personalized coaching and training on the roles of the school committees and with sensitization on the importance of parents participating and supporting the schools. Specialized institutions like ADEM can be engaged to facilitate the coaching programmes.
<b>Supporting local education authorities for better supervision and accountability</b>	Provide local education authorities with training and tools to successfully accomplish their duties (Including support for transport and stationaries) Acquaint the respective authorities with sustainability orientations for them to continue supervising the projects after they phase out.
<b>Improving school meals and pupils' health</b>	Nutrition training, cooking training, school gardens and fruit trees plantations for better nutritional meals at the school. There will also be Menstrual Hygiene Management training for girls attending school, their teachers and their parents

<b>Sensitization campaigns for children rights for education, health and against violence and abuse.</b>	Sensitizing parents, pupils and authorities about children rights, because creating a conducive learning environment is the duty of the entire school community. This will be done by either sensitization campaigns or distribution of visibility and advocacy materials including: leaflets, banners, T-shirts, and brochures.
<b>Measuring Quality education</b>	Measuring performance through NECTA results and Uwezo test (sometimes school quality assurance / supervision)
<b>Child to Child approach</b>	includes school clubs, health and environmental clubs in the community, entrepreneurial skills, boys' and girls' platforms.
<b>Disability inclusion/Address special needs</b>	including support to children with disabilities and those with special needs.
<b>Building up Child protection networks</b>	Including violence and abuse, safety networks that know how to respond to diminish the risk and process cases.
<b>Digitization and Digitalization</b>	Includes development and dissemination of both digitized and digitalized courses and curriculum (e.g. for teachers), public services through development and/or use of ICT gadgets and various apps



