



**The Universe For All Initiative**



# **Strategic Plan 2025 – 2029**

**2024**

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## Statement from the Board Chairperson

It is with great pride and optimism that I present the *2025–2029 Strategic Plan of The Universe For All Initiative (TUFA Initiative)*. This plan reflects our commitment to realizing a society where individual potentials are nurtured and harnessed to drive holistic, inclusive, and sustainable development.

The complexities of today's social challenges place increasing demands not only on governments but also on communities and individuals. It has become evident that addressing these issues cannot be achieved solely through public services. More people and organizations are stepping forward, demonstrating a commitment to solving societal challenges through active collaboration and innovative approaches.

At TUFA Initiative, we recognize the power of collective action. We are inspired by the growing momentum for mutual support, where partnerships among non-governmental organizations, corporations, governments, international organizations, researchers, and volunteers create synergies to address pressing social issues effectively. This collaborative spirit is at the heart of our mission.

Our organization is deeply committed to developing practical, evidence-based solutions through robust research, education, and advocacy. Guided by our strategic plan, TUFA Initiative will tackle critical challenges across **education, health, nutrition, agriculture, economic growth, and livelihoods**, while addressing **cross-cutting issues** such as **environmental sustainability, disability inclusion, gender equity, human rights, and technology advancement**.

Through this plan, we aim to:

- Foster an inclusive society where every individual has an active role in development.
- Build partnerships that amplify impact and drive transformative change.
- Address systemic barriers by implementing sustainable, scalable solutions to complex community challenges.

TUFA Initiative exists to drive tangible, impactful change on the ground. By fostering open dialogue and leveraging diverse expertise, we strive to develop and implement solutions that make a real difference. Together, we can create a world where every individual has the opportunity to thrive and contribute meaningfully to society.

This strategic plan is an invitation to all stakeholders—professionals, donors, volunteers, and community members—to join us in this transformative journey. Together, we can harness the power of collaboration to achieve shared goals and make lasting change.

**Come one, come all—together, we can build a better future.**

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**Denis Mungai**  
Board Chairperson

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## Statement from the Chief Executive Officer (CEO)

**January 1, 2025** marks the beginning of a new chapter for *The Universe For All Initiative* (TUFA). Since our registration on **April 30, 2021**, we have focused on shaping a clear organizational vision, developing policies, and establishing compliant and sustainable structures. Guided by a robust strategic planning process—supported by environmental scans, surveys, and comprehensive reviews—our Board of Directors has gained invaluable insights into the pressing challenges faced by our communities.

Today, we are proud to unveil the *TUFA Initiative Strategic Plan 2025–2029*, a carefully crafted roadmap to guide our mission. This plan has been informed by extensive consultations with founding members, organizational development experts, government representatives, and local stakeholders. It encapsulates a shared vision for addressing key community challenges in a collaborative, inclusive, and impactful manner.

The Strategic Plan is anchored in thematic areas that address **education, health & nutrition, agriculture**, and **cross-cutting issues** such as **environment, disability, human rights, gender, and technology**. It outlines key strategic objectives aligned with the Sustainable Development Goals (SDGs), national priorities, and international development agendas.

### Key Strategic Objectives

#### Health & Nutrition

- Strengthen community health systems to empower and engage communities for improved health outcomes.
- Enhance health literacy and disease prevention through targeted community awareness programs.
- Address undernutrition and over nutrition to improve population health, particularly in response to lifestyle changes.
- Reduce morbidity and mortality from environmental health risks, communicable diseases, and non-communicable conditions through prevention, early detection, treatment, and rehabilitation.
- Improve maternal, newborn, child, and adolescent wellbeing by ensuring equitable access to health and nutrition services.

#### Agriculture & Livelihoods

- Promote sustainable water and land use management for crops, livestock, and fisheries.
- Increase agricultural productivity and market-oriented growth for priority commodities.
- Foster good governance of water resources through participatory decision-making and user empowerment.
- Enhance access to quality drinking water and sanitation services, supported by strong district-level capacities and effective community engagement.

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## Education

- Ensure equitable access to quality pre-primary and basic education for all children, particularly those from marginalized groups.
- Create inclusive, safe, and child-friendly learning environments to encourage enrolment, attendance, and retention.
- Support teacher development through regular in-service training, improved deployment, and retention strategies.
- Strengthen school management and quality assurance to enhance educational outcomes.
- Promote competency-based curricula and updated teaching materials aligned with national education priorities.

## Cross-Cutting Issues

- Establish an **Exemplary Inclusive Centre for Sustainable Development** to integrate innovative solutions for education, health, agriculture, and social inclusion.
- Advocate for gender equality, disability inclusion, and the protection of human rights.
- Advance climate change adaptation strategies to build community resilience.
- Foster digital transformation and technology adoption to enhance community engagement and productivity.

## Our Commitment

We are committed to leading through **collaborative and transparent practices**, fostering innovation through **investment in research and development**, and building capacity through **shared services and knowledge exchange**. Recognizing the dynamic nature of our operating environment, this plan will be periodically revisited to measure progress, embrace emerging opportunities, and adapt to evolving needs.

While remaining grounded in community development, TUFA Initiative will continue to complement government efforts and align with global frameworks such as the SDGs. Together, we aim to create a world where every individual can thrive.

## Call to Action

As we embark on this journey, we invite our partners, donors, and stakeholders to join us in implementing this strategic vision. This plan is a testament to our shared commitment to building a more equitable, inclusive, and sustainable world.

Thank you for your continued support and collaboration. We look forward to working alongside local communities, development partners, governments, and international organizations to inspire potential, drive innovation, and achieve excellence. Together, we can make the universe a better place for everyone.

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**Nemes Colman Temba**  
Chief Executive Officer

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# Executive Summary

The *Universe For All Initiative (TUFA Initiative)* proudly unveils its *Strategic Plan 2025-2029*, a transformative roadmap designed to foster sustainable and inclusive development. This plan is the culmination of collaborative efforts, detailed analysis, and extensive consultations with stakeholders, including community leaders, government bodies, NGOs, and international partners. It establishes a clear direction for addressing critical challenges while seizing emerging opportunities to enhance the lives of marginalized and vulnerable populations.

## Vision and Mission

**Vision:** TUFA Initiative envisions a society for every individual.

**Mission:** TUFA Initiative strives via research, promotion and education to create an inclusive society in which every individual has an active role to play towards inclusive development.

## Strategic Priorities

The *2025-2029 Strategic Plan* focuses on four key thematic areas and cross-cutting issues, each directly contributing to the Sustainable Development Goals (SDGs):

### 1. Health and Nutrition

TUFA aims to improve population health and nutrition through comprehensive community-based initiatives:

- Strengthening responsive and inclusive community health systems.
- Enhancing health literacy to empower communities to make informed decisions.
- Reducing malnutrition by promoting balanced diets and healthy lifestyles.
- Addressing environmental health risks through improved sanitation, waste management, and safe water practices.
- Ensuring maternal, newborn, child, and adolescent wellbeing with equitable access to health services.

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## 2. Education

Education is at the core of TUFA's mission, with a focus on creating inclusive and high-quality learning environments:

- Expanding access to quality inclusive pre-primary and basic education for marginalized children, including those with disabilities.
- Building teacher capacity through targeted training programs and resources.
- Developing competency-based curricula aligned with national priorities.
- Promoting safe, inclusive, and child-friendly schools that encourage timely enrollment and retention.

## 3. Agriculture and Livelihoods

TUFA emphasizes sustainable and inclusive economic growth through agricultural development:

- Promoting climate-smart agricultural practices and sustainable water management.
- Enhancing productivity and market access for smallholder farmers.
- Empowering communities with financial literacy and business planning skills.
- Supporting diversified livelihoods to reduce poverty and inequality.

## 4. Cross-Cutting Issues

TUFA integrates cross-cutting issues across all its initiatives to address systemic barriers:

- Advocating for gender equality, disability inclusion, and human rights.
- Leveraging technology for digital transformation and improved service delivery.
- Promoting climate change adaptation and environmental sustainability.

## Flagship Initiative: Exemplary Inclusive Centre for Sustainable Development

At the heart of TUFA's strategic vision is the establishment of an *Exemplary Inclusive Centre for Sustainable Development*. This flagship initiative will serve as a model for:

- Integrating innovative solutions across education, health, agriculture, and social inclusion.

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- Showcasing accessible infrastructure and programs designed to include persons with disabilities.
  - Aligning with global environmental and sustainability goals through renewable energy, waste management, and conservation practices.
  - Engaging communities as active partners in co-creating and implementing development solutions.

### **Commitment to Collaboration**

TUFA's strategic plan emphasizes the importance of partnerships in achieving its objectives. By aligning with government policies, SDGs, and global best practices, TUFA seeks to amplify its impact through collaborative efforts with donors, development agencies, corporate partners, and community stakeholders.

### **Monitoring and Adaptability**

Recognizing the dynamic nature of its operating environment, TUFA has built flexibility into its strategic plan. Regular reviews will ensure adaptability to emerging challenges and opportunities, while robust monitoring and evaluation frameworks will track progress and impact.

### **Call to Action**

The *Strategic Plan 2025-2029* represents a bold step toward creating a more inclusive and sustainable future. TUFA invites donors, professionals, development agencies, and stakeholders to join this transformative journey. Together, we can:

- Empower communities to overcome systemic barriers.
- Build resilient systems that prioritize equity and inclusion.
- Foster innovation and sustainability for lasting impact.

TUFA is committed to ensuring that no one is left behind in the pursuit of development. With your support, we can realize a shared vision of a world where every individual thrives. **Let's make the universe a better place for all.**

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# Introduction

## The Plan Approach

Since its inception in 2021, TUFA has considerably grown both in size and scope. This is reflected in its increasing number of members and partnerships. In addition, the scale of its collaborations with local government authorities in the Education, Health, Agriculture, Livelihood, Water Sanitation and Hygiene (WASH) sectors increased considerably following the meetings with and request of important information from them. The organization is developing its strategic plan which focuses on enhancing TUFA's commitment to collaborations and solidarity with local communities, Government and partner organizations. Together, we aim to work towards making use of the opportunities and addressing challenges in equal access to inclusive education, health and nutrition, sustainable agriculture, economic growth and livelihoods as well as cross-cutting issues (gender, disability, environment, human rights and technology).

## The Planning Process

The process of developing this plan involves TUFA staff and partners, and was facilitated internally. Through a participatory approach and help of stakeholders, staff and partners have worked tirelessly in clarifying the organization's vision, mission, core values, strengths and weaknesses. Through this process, we were able to determine key strategic objectives / focus areas over the five years period. In this regard, the planning process enabled staff and partners to come up with coherent, realistic and authentic information about their organization's uniqueness, key issues in its operating environments, stakeholders, beneficiaries and partners.



### Internal review

- Experiences
- Good practices
- Challenges
- Approaches
- SWOT



### Stakeholders' strategy meetings

- Teachers
- Other NGOs
- Consultants
- IGA Group members
- Students
- Parents
- Government bodies
- SWOT



### New Strategy documentation and approval

- Collect
- Compile
- Methodology and Approaches screening

Some of the fundamental strategic issues that were identified and discussed during the planning exercise as explained in other sections of this document

The plan states and highlights what the organization intends to accomplish in the next five years as well as the strategies to be adopted, and the resources projected to be used to accomplish the plan. An action plan for the first year of this strategic plan has been developed. The plan will be used as a flexible guideline for the organization's operations and to enable it to adjust flexibly with various changes that are taking place in the external environment.

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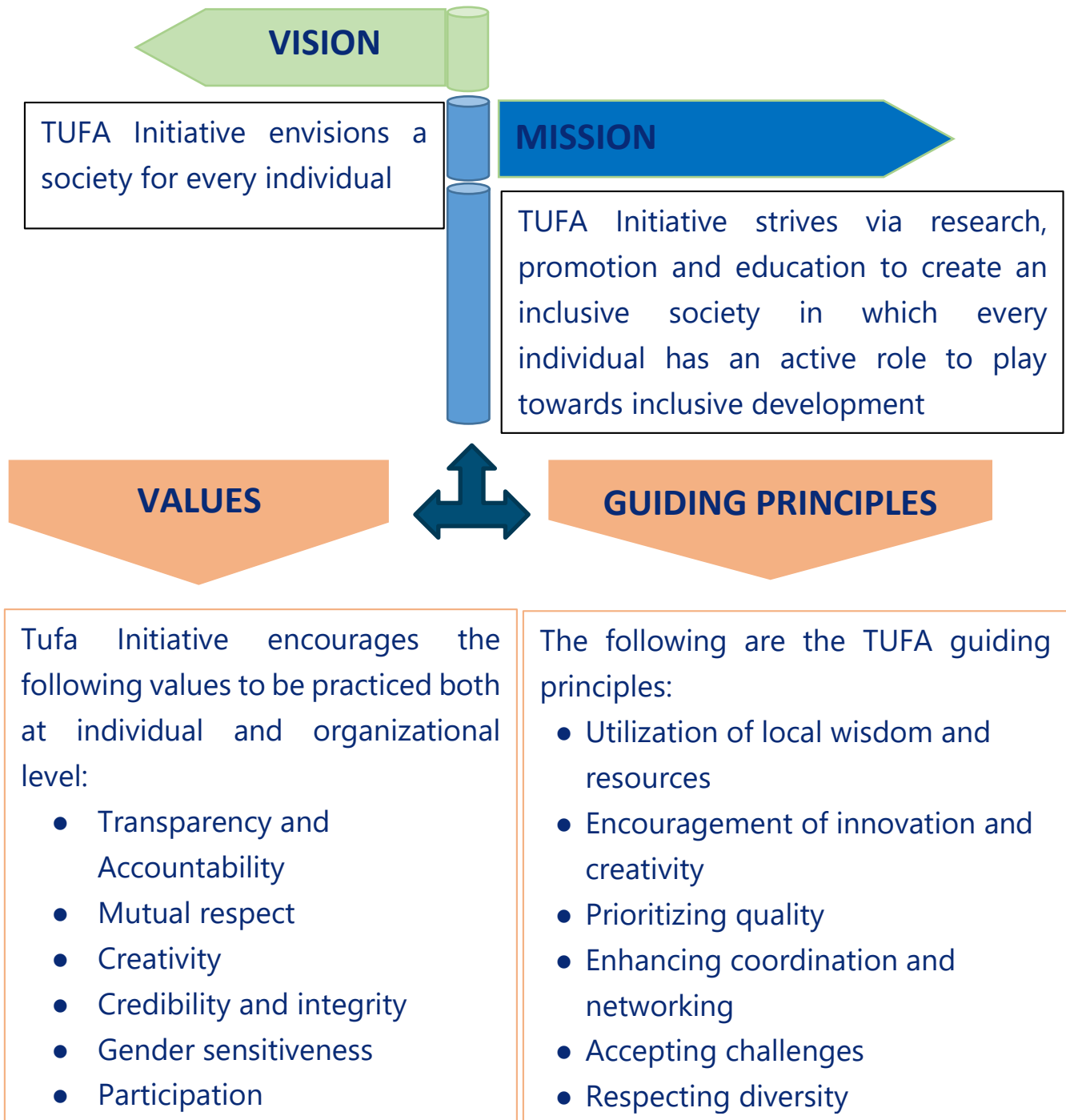
# Organizational profile

## About TUFA Initiative

TUFA Initiative is a Non-Governmental Organization (NGO), registered under Non-Governmental Organizations Act (Sect. 11 (1) and 17 (2) of Act No. 24 of 2002 of the United Republic of Tanzania with registration number OONGO/R/1858 as from 30<sup>th</sup> April 2021 that allows the organization to operate in Tanzania Mainland.

TUFA was established to provide support to the deprived communities in the country irrespective of their race, ethnic, convictions; gender in both rural and urban communities starting at grassroots level. TUFA aims to create inclusive positive change and enhance individuals' and communities' self-reliance. In pursuit of its operation, the organization relies on funds raised from various donors, supporters and members. Along with relying on donors and members' funds, in this strategic period, TUFA aims to use opportunities available to decrease total dependency and achieve sustainability of the organization in future.

## Vision, Mission, Values and Guiding principles



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## **TUFA Believes:**

- In the potential power of individuals to participate actively in development initiatives within their localities
- In equal opportunity for men and women in society irrespective of class, age, ethnic, culture, religion and disability.
- In freedom of expression, movement and choice.
- In social harmony free from communal bias.
- In freedom for work, education and development.

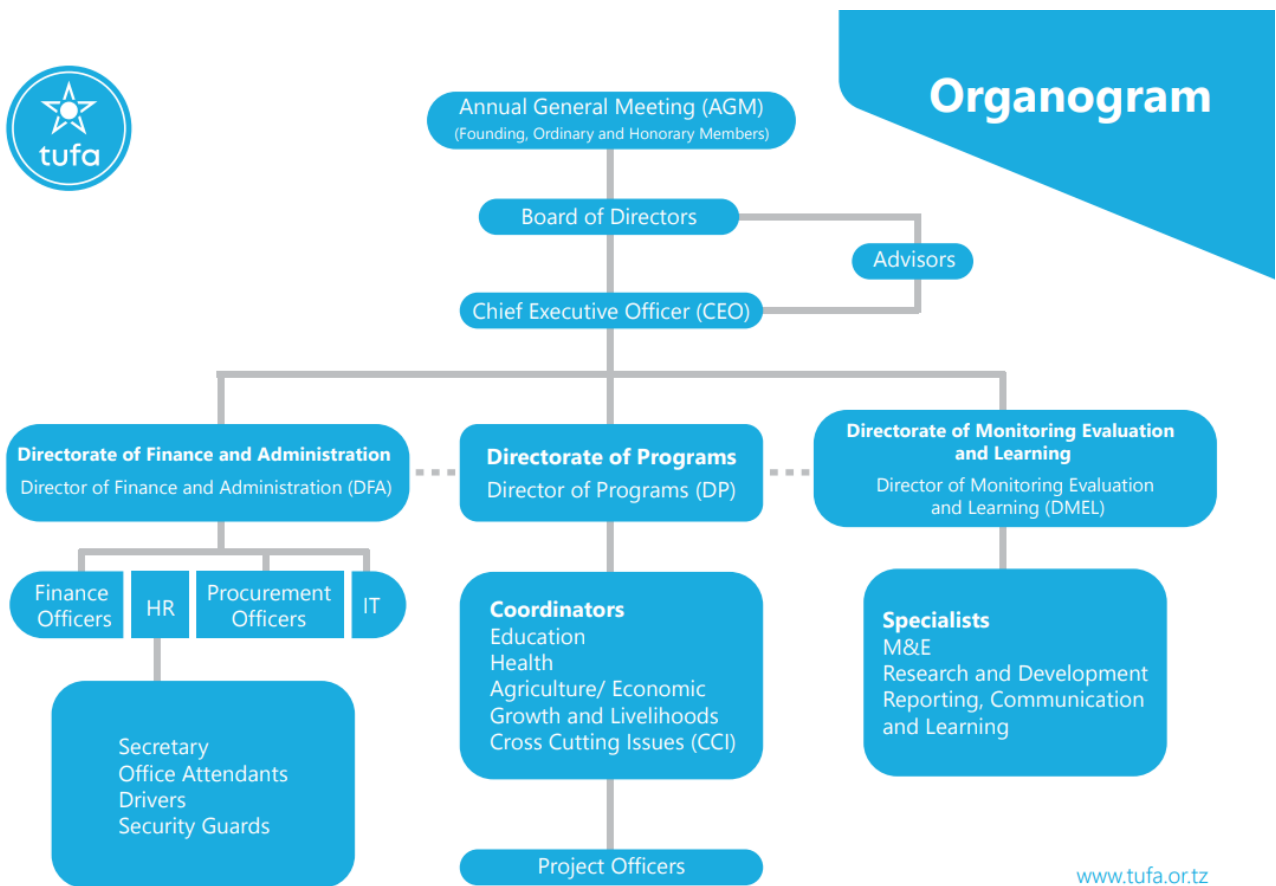
## **The Purpose of this Strategic Plan**

This Strategic Plan will be used as an Instrument to fulfil TUFA's vision, mission, objectives and undertakings in the five years period. It will be used as a guideline during preparation of TUFA's plans and budgets. This strategic Plan identifies areas of priority for service delivery and other normal routine duties to be conducted by the organization. The purpose of this Strategic Plan therefore is to;

- Address fundamental questions in order to take action to improve performance
- Ensure there is coordination with other stakeholders, to enhance the use of people's efforts, minds, local and national resources to attain development objectives and ensure all relevant stakeholders are engaged fully in achieving the TUFA's vision and mission. It is a frame of reference for all stakeholders
- Ensure that respective communities' priorities are adhered to by the organization and partners working with TUFA during projects implementation.
- Ensure there is a mutual understanding during implementation of the stipulated strategic objectives and a mechanism to enhance monitoring and evaluation of projects for good performance
- Indicate the timing of implementation and how progress will be measured over time
- Enable the preparation of performance budgets within the organization
- Used as a management tool when conducting TUFA's activities

## Governance and Organization Structure

TUFA is managed through the Board. Members of the Board comprise a Chairperson, Secretary, and Board Members. The majority of TUFA members are working professionals with vast experience in inclusive community development, education, health, water management, hygiene and sanitation, and the environmental sector. The organizational structure is as presented in the following diagram



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# Situation Analysis

## Rationale for situation analysis

The success of TUFA in the next five years will to a large extent depend on internal factors that influence the performance, relationship and acceptance of the organization within and outside the programme areas. The operations of TUFA are also in many ways influenced by external factors which are beyond the organization's control. It is important to understand those factors so that the organization can be able to look for strategies on how to address them. The latter should be done by taking into consideration a number of factors including the capacity of the organization in various aspects such as financial resources and accumulated past knowledge and experience. The analysis also assessed on how political, economic, social, technical, and environmental conditions affect the performance of TUFA and the services it renders to the community

## Emerging strategic priorities

In order for TUFA to have focus and actively operate, assessment of challenges and emerging issues which need attention in various sectors have been learnt.

### Health <sup>1</sup>

The developments in society pose new challenges to the Tanzanian health sector. First of all, the demographic and epidemiological transitions lead to more ageing population and more NCDs. Industrialization and urbanization demand new types of services for the urban poor. Climate change may lead to more extreme weather conditions than experienced in the past, with an epidemiological impact. Globalization in trade and human travel leads to new spread of diseases, like recently experienced with COVID-19. More positively, information and communication technology offer new opportunities, ranging from electronic medical records, to telemedicine and online supervision, training and health education.

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<sup>1</sup> Health Sector Strategic Plan July 2021 – June 2026 (HSSP V)

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## **Agriculture** <sup>2</sup>

Unlike other sectors, public investment in the agricultural sector does not directly produce the expected results, but rather facilitates the private sector (farmers and commercial partners) to achieve the expected targets. Several lessons and experiences were drawn from the implementation of ASDP I which guided the design of ASDP II. (i) The Sector Wide Approach (SWAp) in agriculture is possible when there is sufficient leadership, commitment and well-resourced decentralization of agricultural development planning and implementation. (ii) Need for improved farmer empowerment and organization; (iii) Need for program focus and prioritization on high impact areas, which beyond productivity also strengthen upstream levels of targeted value chains. (iv) Need for good governance, management, coordination, and harmonized monitoring and evaluation of the program; (v) Need for improved sector enablers; (vi) Need more investments in agricultural sector (the government, private sector and development partners). Therefore, there is need for harmonization and coordination on how the public sector should facilitate and enhance private sector participation; development partners and other stakeholders' involvements in the agricultural sector.

## **Education** <sup>3</sup>

The Education Sector Development Plan (2016/17 – 2020/21) is ended. However, the reviewed one was yet approved by the responsible bodies during preparation of this strategic plan, therefore, in Education sector, this sector's development plan is still valid for use. In this plan, various challenges have been discussed as main challenges and issues that need to be worked on to improve quality education in Tanzania. Below are issues in the sector and what TUFA will work on to combine efforts with the government in its 5-year strategic plan

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<sup>2</sup> Agricultural Sector Development Programme Phase II (ASDP II 2017/18 - 2027/28)

<sup>3</sup> Education Sector Development Plan (2016/17 – 2020/21)

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Among the challenges which face the Basic Education sector include curriculum, pedagogy and the school learning environment. Currently, there are uncoordinated interventions in curriculum development with various education partner agencies such as the Tanzanian Institute of Education (TIE), the National Council for Technical Education (NACTE), NECTA, MoEST (including the School Quality Assurance Division) and the Agency for Development of Education Management (ADEM), and several partner-supported programmes (EQUIP-T, LANES, Tusome Pamoja, UNICEF, etc.) working in areas including curriculum design, teacher education and textbook production. The uncoordinated effort of curriculum development has also influenced pedagogical outputs, with many teachers opting to rely on the follow, repeat and memorize methods, rather than problem-solving. This is partly due to teachers not having mastered the subjects; only 42% of teachers fully understood their subject (75% in Maths and 11% in languages) (WB SDI Survey 2012).

Added to this, the content which teachers are using is not always aligned with the curriculum and in some cases further challenges exist such as lack of textbooks. These factors, along with teacher absenteeism, have meant that students are faced with numerous obstacles to their learning and this can explain why there is underperformance. On the other hand, some areas of the country have seen a reduction in classroom absenteeism and an improvement in various aspects of pedagogy, and recent surveys and exam results reflect an upturn in student learning achievements.

There is a serious shortage of both pre-primary and primary teachers, as well as of mathematics and science teachers in secondary schools. This shortage is exacerbated by uneven distribution of teachers across the country and uneven distribution of teacher workload within and between schools. Oversized classes are the norm rather than the exception, despite the government's target of having 40 as the standard class size in primary and secondary and 25 in pre-primary. A serious contributory factor to overcrowding is a shortage of classrooms. Even after introducing a compulsory double shift system for pre-primary and primary

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STDs. I-IV, there was still a shortfall of 45,000 new primary classrooms that would be required just to reduce maximum class size to below 60 throughout the Tanzanian Mainland. With the retention of a seven-year primary cycle, this shortfall has been increased to 66,400.

However, improvements have been made in other areas with many more schools now having electricity (34% of primary and 86% of secondary) and the shortage of desks has reduced dramatically to 5.5% in secondary and 6.8% in primary.

Inequity remains a concern in the basic education sub-sector. There are three main dimensions of inequity: (1) gender; (2) geography; and (3) other forms of disadvantage including exclusion due to disability, extreme poverty, special educational needs (SEN), refugee status, etc.

Regarding gender equity, Tanzania has now achieved gender equity in enrolment in pre-primary, primary and lower secondary. There is also a good balance of male and female teachers, with slightly more females than males. However, there are still gender disparities evident in drop-out rates and in learning outcomes. In both the primary and lower secondary cycles, boys tend to drop out more than girls, so this calls for increased efforts in working with communities to ensure that boys' education for their long-term future is valued above their short-term economic contribution to their families (e.g. as livestock herders).

On average, girls perform significantly worse than boys in PSLE examinations in all subjects except Kiswahili. This difference in performance is already noticeable in the early years, with the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) gender-disaggregated results showing that Std. II girls are significantly better at reading than boys but significantly worse at basic arithmetical skills. Reasons for these differences need to be further studied and analyzed. At the primary level, the national pupil-teacher ratio (PTR) in government schools has improved steadily, from 54:1 in 2009/10 to 42:1 in 2016, continuing the earlier trend (in 2004 the primary PTR stood at 59:1). However, the primary PTR deteriorated again in 2017, partly due to the suspension of new teacher deployment during the year. In 2017 the primary PTR

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stands at just over 50:1. While the Government has been making great efforts to recruit more teachers in recent years, and this has been helped by the increasing number of teachers being trained in private sector institutions, the gap is still huge. The policies for teacher and classroom utilization that have been applied to date are clearly unrealistic.

Despite the rapid growth in enrolment in recent years, large numbers of children are still out of school. Altogether 57% of pre-primary aged children, 23% of primary aged children are estimated to be out of school<sup>4</sup>. The 2011-2012 Household Budget Survey collected reasons for children not attending school. The top two reasons given were “the school is useless/ uninteresting” (35% at primary). Children of school going age may be out of school for several reasons: (1) never attended school; (2) start school at too late an age; (3) dropped out of school at too young an age. This also has been contributed by low budget allocation on education sector as well as the growing number of enrolled children in schools which create demands for more resources especially the financial.

## **Water**<sup>5</sup>

The water sector plays a major role in the Tanzania’s social and economic development process touching all sectors of the economy, including domestic, agriculture, livestock, fishery, wildlife, tourism, industry, mining and energy. The development of the water sector in Tanzania is guided by the Water Sector Development Programme (WSDP), which is a 20 Year programme (2006-2025) which is now in the third phase of implementation. WSDP aims to “enhance water resources management for socio-economic development and sustainable environment; and ensure that all social groups in rural, peri-urban and urban areas have access to adequate, clean and safe water and sanitation services”.

The implementation of the Programme is guided by the National Water Policy (NAWAPO, 2002) and covers three main components, including water resources

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<sup>4</sup> Hasan, MQ (2015), Profile of Out of School Children, Tanzania

<sup>5</sup> Action Plan for Enhancing Private Sector Participation in The Water Sector 2018 – 2025, October 2019. Dodoma

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management; improvement of rural and urban water supply and sanitation coverage; and water sector institutional strengthening. The aspirations of the NAWAPO, 2002 are in line with the global Sustainable Development Goal 6, which commits countries to ensure availability and sustainable management of water and sanitation for all by 2030. It is also in line with the Tanzania Development Vision (TDV 2025), which envisions, among other pillars, achieving universal access to water supply and sanitation and sustainable water resource availability by 2025

As the government strives to improve access to water and sanitation, involvement of private sector is deemed crucial. There is need for both parties to push the agenda on the need to change attitudes and perceptions on the side of private sector to reorganize and grab business opportunities in the areas of water production, distribution chain and customer care. Also MoW to realize burden relief from private sector participation in provision of the water services.

On the other hand, significant private sector participation has also developed in the country for service delivery in the poorer and isolated areas in the form of small-scale, often informal operators. In a bid to keep pace with rapid population growth, urban sprawl and migration to urban centers and to some complementing the gap resulted from deficiencies in operations of conventional public service provision, small-scale local actors have made up for the deficiencies in public service provision. They provide water and sanitation service to large sections of population (notably to the poorest and the isolated).

Building from WSDP II components, enhancements were made in WSDP III to improve programme components including mainstreaming the aspect of water resources development, uplifting of water quality management as a component, synchronization of rural and urban water supply components and streamlining the sanitation and hygiene component. Therefore, the WSDP III is structured into five components namely the Water Resources Management and Development; Water Quality Management; Water Supply; Sanitation and Hygiene; and Programme Coordination and Delivery Support

## Analysis of TUFA on Political, Governmental, and Legal forces economic, Socio-Culture, Technological, and Environmental/ Ecological trends

<b>Political, Governmental, and Legal Forces and Trend</b>	<b>Economic Forces and Trend</b>	<b>Social Cultural Forces and Trend</b>	<b>Technological Trend</b>	<b>Environmental/ Ecological Trend</b>
<p>Political stability enables smooth operations of CSOs including TUFA. As a result, the organization can be able to offer its services</p> <p>The rule of law has been a key factor for the country to maintain peace and stability, including tolerance and respect among people with different faiths and beliefs. This is one of the key successful factors for the organization to operate easily in the community.</p> <p>However, there are impacts of some government legislations to not-for-profit organizations.</p>	<p>Increasing health security schemes particularly among urban dwellers</p> <p>Promotion of income generation projects at household level by the Government, donors and NGOs has increased awareness in the community. As a result, there will be a successful implementation of TUFA's empowerment activities in the community</p> <p>Apart from the above-mentioned successes, the demand from the community members to the TUFA services is</p>	<p>Because of series of sensitization activities by the medias, there has been increasing awareness on HIV and AIDS, water, sanitation, child rights, women, youths and on vulnerable children in the community. The situation provides good environment for TUFA to implements its activities</p> <p>However, small and large nonprofit organizations are being staggered and challenged by opportunities and threats arising from changes in social and cultural of communities</p>	<p>Through technology advancement, there is increasing access to information on various issues including market for products, prices comparisons, technological options, farming techniques etc</p> <p>The organization can start use information technologies to educate people and raise awareness on various developmental issues</p> <p>The mass media sector has grown significantly in the last 10 years, if well utilized, TUFA can successfully pass information and knowledge easily to the community</p> <p>However, the internet is changing the nature of service delivery. The</p>	<p>Global warming, climate changes have increasingly affected production activities of the community. Some of the major effects of these changes including poor nutrition status at household level, poverty, drought, and increasing of diseases such as Malaria and Waterborne diseases in areas operated by TUFA. All these have significant impact to the lives of people who are served by the organization</p>

	<p>very high contrary to the capacity of the organization</p> <p>Because of having no projects and increasing cost of living it has become difficult for small organizations like TUFA to recruit and maintain highly qualified and competent workers.</p>		<p>situation implies that, TUFA need to adopt the pace of technology advancement</p>	
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## Analysis of TUFA’s Stakeholders

TUFA believes in integration and collaboration. TUFA seeks to join efforts with a multitude of stakeholders such as donor agencies, local institutions, non-governmental and civil society groups, professional networks, Government departments, national and international partners, and communities at large. The organization will work in strong coordination with others that subscribe to shared standards of good practice.

As an important aspect for the organization’s prosperity, it is important to identify and analyze these stakeholders. The stakeholder analysis tool was used to carry out this exercise as tabulated below.

No.	Stakeholder	TUFA interest to the stakeholders	Stakeholders' interests to TUFA	Stakeholders impact to TUFA
1	Internal Stakeholders: These are TUFA AGM members, Board members and staff.	Staff <ul style="list-style-type: none"> <li>• Technical knowhow.</li> <li>• Organization and programme development</li> <li>• Institution sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• The main interest of TUFA staff is job opportunities and remuneration.</li> <li>• Other interests include career development, organization and programmes development</li> </ul>	<ul style="list-style-type: none"> <li>• Institution and programme growth</li> <li>• Quality services</li> <li>• Organisation reputation to community, partners and donors</li> </ul>
		AGM and Board members <ul style="list-style-type: none"> <li>• Good leadership</li> <li>• Advisory support</li> <li>• Fundraising</li> <li>• Improved relationship with key partners</li> </ul>	<ul style="list-style-type: none"> <li>• The main interest of the TUFA to the organization includes promotion of the good leadership; ensures the organization is adhering to the Government rules and regulations; and more importantly is to ensure that the organization works in accordance to standards in place.</li> <li>• Other interests include organization development; resource mobilization; and promotion of good working relationship with stakeholders and other partners</li> </ul>	<ul style="list-style-type: none"> <li>• Good leadership</li> <li>• Institution growth</li> <li>• Improved relationship with potential partners (positive image)</li> </ul>
2	Central and Local Governments; Ministries and Government agencies	<ul style="list-style-type: none"> <li>• TUFA expects the Government to create a good working environment for collaboration and work</li> </ul>	<ul style="list-style-type: none"> <li>• The Government wants to see the organization complying to the governing policies, acts, rules, procedures and regulations. The government would also like to see</li> </ul>	<ul style="list-style-type: none"> <li>• Have mandate for Organizational progress where need be</li> <li>• Provision of technical support in some of the organization's</li> </ul>

		<p>in partnership with the organization.</p> <ul style="list-style-type: none"> <li>• TUFA would like to see the Government at its various levels supporting the organization's initiatives in providing social services, advocating for the rights of the most vulnerable groups in the community.</li> </ul>	<p>the organization supporting various national policies.</p> <ul style="list-style-type: none"> <li>• On the other hand, TUFA complements Government efforts by undertaking projects that address community challenges thereby improving the social welfare</li> </ul>	<p>activities like Water and Sanitation.</p> <ul style="list-style-type: none"> <li>• Advocacy work.</li> </ul>
3	<p>Connected Stakeholders: These are mainly beneficiaries of TUFA projects and various services. They include the Most Vulnerable Children, women, youths and the community at large</p>	<ul style="list-style-type: none"> <li>• Improved wellbeing,</li> <li>• Empowerment of marginalized groups in the community in terms of education, health, economic statuses, better hygiene practices, sustainable development e.t.c</li> <li>• Poverty reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Connected stakeholders have the following interest: Receiving good and quality services; information and education on various issues from the organization, and generally improvement of their living standards</li> <li>• It was revealed that there was high satisfaction from the community towards services that were offered by TUFA. The organization has built trust to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of community living standards.</li> <li>• Increased access to education and health services to most vulnerable groups</li> <li>• Improved income at household level</li> <li>• Increased community knowledge on various issues</li> </ul>
	<p>TUFA Networks and Collaborations: TUFA Initiative expects to do a lot of Networking and multi-sectoral</p>	<ul style="list-style-type: none"> <li>• Organization's development programs' support</li> <li>• Expertise / consultation services</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance to governing covenants, bodies, regulations and standards at both national and international levels</li> <li>• Transparency in the use of provided resources</li> </ul>	<ul style="list-style-type: none"> <li>• Program growth</li> <li>• Positive image and exposure</li> <li>• Increased trustworthiness to both national and international communities</li> </ul>



	<p>collaborations with the following:</p> <ul style="list-style-type: none"><li>• National and International Agencies</li><li>• NGOs and INGOs</li><li>• World Association of Non-Governmental organization [WANGO]</li><li>• World Association of NGOs (WANGO)</li><li>• National and International Education Authorities</li><li>• National and International Health mandates</li><li>• National and international Agricultural mandates</li></ul>	<ul style="list-style-type: none"><li>• Professional advice and guidance</li><li>• Obtaining various operating permits as per their mandates</li><li>• Connections to available opportunities</li></ul>	<ul style="list-style-type: none"><li>• Beneficiaries' growth and developmental advancements</li></ul>	
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## **Analysis of TUFA's Main Beneficiaries**

The External environment analysis was done so as to identify the needs of the communities with which TUFA work with. Various groups of people who are served by the institution and affected by poverty, marginalization and powerlessness were identified. They included women and children living in difficult environments. The main causes of all identified problems like marginalization were mentioned as high levels of illiteracy, poverty, and traditional beliefs as well as norms which segregated and oppressed women and children.

It was found out that each group to a large extent faced different problems. Problems that faced women included high levels of poverty, accompanied by denial of property ownership, lack of education, income generating projects, access to credit, low participation in communal development activities, lack of access to modern technologies, and lack of exposure to outside environment. Problems facing children were identified as poor access to education and health facilities, malnutrition and child labor. Other problems facing children include abuses such as rape, early marriages, lack of parental care, and denial of some other basic rights.

Other causes affecting youth and the community in general, include adverse national and international development policies for example, globalization and privatization which at transition period left many people unemployed particularly in urban areas. Deterioration in terms of international trade for example, low prices for agriculture products and a rapid increase in population without corresponding to the increase in production of goods and services. Other reasons include poor social services, poor utilization of resources located for the district, inadequate awareness by most people on their rights, natural disasters especially drought, and mostly lack of investments which lead to economic and development multiplier effects in the TUFA operation areas.

Groups	Political trends	Economic trends	Social analysis	Technological analysis
<p><b>Most Vulnerable Children including persons with disability</b></p>	<p>There are deliberate efforts by Government authorities, political leaders, Civil Society Organizations and individuals to protect children and ensures their wellbeing is improved. Some of the recent effort by the Government is the introduction of free fee education, and free medication for under five years children</p>	<p>Due to poverty, challenges in meeting basic needs of children such as education and proper health care by most parents and caregivers is increasing</p> <p>Due to increasing poverty in the community, the proportion of children engaging in child labor is significantly increasing both in rural and urban areas.</p> <p>There is also significant increasing of school dropout among children particularly boys who are coming from poor and marginalized families</p> <p>Widen gap between those who have and those who do not have has increased the proportion of children from difficult environment</p>	<p>Increasing awareness creation on children’s issues</p> <p>However, there is lack of parental care which is a major challenge in the upbringing of children.</p> <p>Most children are affected by instability of home life and family disintegration. As a result, there is increasing cases of child abuse in the community</p>	<p>Easily availability of technology to children, the situation that could be well utilized for learning purpose</p> <p>Increasing gaps in education. Those from better families are send to better schools and those from poor families are send to poor schools</p> <p>However, there is increasing moral decay among children due to easily access to advance communication technologies</p>

<p><b>Women</b></p>	<p>There is increasing trend of women to be given special representation in political platforms in recent years. Their participation has influenced decision making at national and local politics levels</p> <p>Apart from the fact that there is increasing consideration of women participation in political activities, yet their presentation in political leadership is very minimal at all levels.</p>	<p>There is increasing economic opportunities given to women including access to loans.</p> <p>Women are the main producers at household level. It is estimated that women contribute around 65% of the household income</p> <p>They also contribute largely in the national economic growth</p> <p>However, most women have inadequate control of resources. They lack skills on various issues.</p> <p>Despite their contribution in the economy, they are not well recognized.</p>	<p>There is increasing self confidence among women both in rural and urban areas.</p> <p>There is gradual increase of confidence and trust over women by the community</p> <p>Persistence of bad traditions that largely affecting women. For example, most women in areas where TUFA is operating do not have rights of inheriting properties. Early marriages practices are also common. It is estimated that 2 out of every 4 women are married before reaching 18 years old.</p> <p>Most women spend more than 14 hours daily doing domestic work</p>	<p>Availability of new technologies which could increase productivity among women</p> <p>However</p> <p>Women in rural areas and those from poor households in urban areas have inadequate access to new technologies which hinders their access to information and new knowledge</p> <p>Misuse of new technologies for example, social media is mostly not used by women for production purposes</p>
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<p><b>Youths</b></p>	<p>They are increasing actively participating in political activities. However, most of them are following political voices without having critical reasoning</p> <p>It is also one of the groups that has been forgotten by policy makers and implementers</p>	<p>Increasing economic opportunities for youths, especially in sectors such as agriculture and fishing</p> <p>Apart from the above opportunities, there is general high level of unemployment among youths due to lack of employability skills and low level of formal education</p>	<p>Majority of youths are neither trusted nor valued in the community</p> <p>One of the main consequences of unemployment for youths is increasing engagement in bad behaviors and practices.</p> <p>Prostitutions, drug trafficking and abusing, and crimes are common among youths in areas operated by TUFA</p> <p>Also, majority of youths lack proper guidance and advice</p>	<p>Are well informed through advancement of communication technologies.</p> <p>However, there is increasing rate of moral decay among youths due to misuse of communication in technologies</p> <p>Excess use of new technologies has led to wastage of money and time.</p> <p>Job opportunities are being replaced by machines and new technologies</p>
<p><b>Farmers</b></p>	<p>There are deliberate efforts by Government authorities to use different efforts to support farmers including reviews of programmes, etc, however, most of programmes are not formulated according to the need of farmers, they are too political and not put in action</p> <p>In Tanzania, agriculture is a backbone of the country's</p>	<p>In Tanzania, agriculture is a backbone of the country's economy therefore a common political agenda</p> <p>Lack of market for their products remain an issue, low prices, and selling crops early at the time of harvesting due to poverty</p>	<p>There is increasing self-confidence towards modern farming among the farmers, however, they still lack proper information on market for their products and various types of seeds appropriate to their environment</p>	<p>Farmers need modernized farming equipment and tools to boost production. Currently there are various agricultural stakeholders supporting this part by making available of affordable machineries while the government work on to provide small loans and subsidized agricultural inputs for farmers to be able to do agribusiness</p>

	economy therefore a common political agenda			However, poverty, injustice, lack of securities does not guarantee access to loans and machinery
<b>Communities</b>	They are increasing actively participating in political activities. However, most of them are following political voices without having critical reasoning	Most of communities are still poor. Poor or old infrastructures are barriers to development, poor agricultural harvests and sales due to poor use of machinery; lack of market will continue to be a barrier to successful increase in income	Poor Social services including health, water, roads, schools' services are still barriers to the societies	<p>Low education and skills are fences to the most communities to unlock themselves from acquiring proper information in nearly everything.</p> <p>Poor farming tools and equipment and lack of access to loans and capitals hinder them to grow and farm in a business manner</p>

# TUFA’s Internal and External Analysis

With regard to the situation, the analysis of the internal and external environment was also done by using the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis which is presented in the next section, to examine the main areas covered by the organization. The analysis took into consideration the performance and capacity of the organization in implementing and coordinating its programmes.

## SWOT Analysis

INTERNAL FACTORS	
Strengths (+)	Weaknesses (-)
<ul style="list-style-type: none"> <li>- Available qualified personnel: Areas:6: Communications, programming, environment, health, water, education</li> <li>- The organization's strategic plan that indicates the organisation mission and their associated approaches.</li> <li>- The Board is active and functional with expertise required for assigned responsibilities.</li> <li>- TUFA has a website and social media platforms (Facebook, X, Instagram, and you tube in which it can share its work with other stakeholders</li> <li>- TUFA has all appropriate financial procedures to ensure standards in its undertakings</li> <li>- TUFA operations comply with the government laws etc. in implementation of activities e.g., taxes, reporting etc.</li> <li>- Networks and partnerships: TUFA has networks with both national and international partners, it has members across continents.</li> </ul>	<ul style="list-style-type: none"> <li>- All required official documentations are not yet completed e.g., some policies are under development.</li> <li>- Some staff stay far away from the office: less physical meeting and hence difficult coordination</li> <li>- Low willingness and commitment among the staff: a piece of work takes long time to finalization, collection of agreed contributions as most tasks are still done on volunteerism</li> <li>- Few policies developed to guide various matters of the organization and on the implementation grounds</li> <li>- TUFA has not yet implemented/ secured any project exceeding 10m, therefore insufficient resources to work on beneficiaries needs</li> <li>- Limited in-house capacity and priority of staff to work on proposal writing</li> </ul>

## EXTERNAL FACTORS

Opportunities (+)	Threats (-)
<ul style="list-style-type: none"> <li>- Supportive government policies and guidelines</li> <li>- Available funds for beneficiaries' needs</li> <li>- Demands and needs from beneficiaries</li> <li>- Networking and consortium in development of projects</li> <li>- Readiness of community on local resources mobilizations</li> <li>- The community members are kind and welcoming</li> <li>- Unutilized potentials of staff</li> <li>- Available University/volunteer/internship programs and international volunteers/interns to increase capacity on business development and increase fund-raising capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing administrative costs without a reliable source of revenue</li> <li>- Staff current ties/ jobs/ businesses: less focus and concentration to the organization prospering</li> <li>- Difficulties in attaining projects for a newly established organization/ securing funds is largely depending on organizational experiences</li> <li>- Unexacting track record of TUFA</li> </ul>

## SWOT Analysis Strategies

INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
<ul style="list-style-type: none"> <li>- Available qualified personnel: Areas:6: Communications, programming, environment, health, water, education</li> <li>- The organization's strategic plan that indicates the organisation mission and their associated approaches.</li> <li>- The Board is active and functional with expertise required for assigned responsibilities.</li> <li>- TUFA has a website and social media platforms (Facebook, X, Instagram, and you tube in which it can share its work with other stakeholders</li> <li>- TUFA has all appropriate financial procedures to ensure standards in its undertakings</li> <li>- TUFA operations comply with the government laws etc. in implementation of activities e.g., taxes, reporting etc.</li> <li>- Networks and partnerships: TUFA has networks with both national and international partners, it has members across continents.</li> </ul>	<ul style="list-style-type: none"> <li>- All required official documentations are not yet completed e.g., some policies are under development.</li> <li>- Some staff stay far away from the office: less physical meeting and hence difficult coordination</li> <li>- Low willingness and commitment among the staff: a piece of work takes long time to finalization, collection of agreed contributions as most tasks are still done on volunteerism</li> <li>- Few policies developed to guide various matters of the organization and on the implementation grounds</li> <li>- TUFA has not yet implemented/ secured any project exceeding 10m, therefore insufficient resources to work on beneficiaries' needs</li> <li>- Limited in-house capacity and priority of staff to work on proposal writing</li> </ul>

	OPPORTUNITIES (+)	STRENGTHS (+) / OPPORTUNITIES (+) STRATEGY	WEAKNESSES (-) / OPPORTUNITIES (+) STRATEGY
F A C T O R S	<ul style="list-style-type: none"> <li>- Supportive government policies and guidelines</li> <li>- Available funds for beneficiaries" needs</li> <li>- Demands and needs from beneficiaries</li> <li>- Networking and consortium in development of projects</li> <li>- Readiness of community on local resources mobilizations</li> <li>- The community members are kind and welcoming</li> <li>- Unutilized potentiality of staff</li> <li>- Available University/volunteer/internship programs ("Free "skills and knowledge) and international volunteers/interns like peace corps, PUM, VSO etc to increase capacity on business development and increase fund-raising capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate members and staff to optimize their potentials</li> <li>• Train and assign more productive roles to board members</li> <li>• Create extensive TUFA visibility approaches</li> <li>• Formulate workable organization policies</li> <li>• Identify and collaborate with internal and external partners</li> <li>• Learn and adopt impactful networking approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective planning and redefining tasks along with their associated measurement criteria</li> <li>• Improve communications</li> <li>• Redefine active membership</li> <li>• Encourage volunteerism with priority to organization development</li> </ul>
	THREATS (-)	STRENGTHS (+) / THREATS (-) STRATEGY	WEAKNESSES (-) / THREATS (-) STRATEGY
E X T E R N A L	<ul style="list-style-type: none"> <li>- Ongoing administrative costs without a reliable source of revenue</li> <li>- Staff current ties/ jobs/ businesses: less focus and concentration to the organization prospering</li> <li>- Difficulties in attaining projects for a newly established organization/ securing funds is largely depending on</li> </ul>	<ul style="list-style-type: none"> <li>• Set project proposal write-up annual targets</li> <li>• Searching and widen collaboration with like-minded consortium</li> <li>• Reach out and encourage consultants in various expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Improve self-motivation and commitment</li> <li>• Capacity build the available human resources</li> <li>• Encourage digital meetings and platforms</li> <li>• Pondering possibilities for income generating activities</li> </ul>



<p>organizational experiences - Un existing track record of TUFA</p>		<ul style="list-style-type: none"><li>• Improve connections with the local community to enhance addressing of the real needs and priorities</li></ul>
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## Strategic Issues

After scanning the various challenging and emerging issues, internal and external environments; as well as reviewing core values, mission and vision statements of the organization, the process enabled identification of key strategic issues. Below is a summary of some of the fundamental strategic issues for TUFA. These strategic issues have been listed below

<b>Thematic area</b>	<b>Strategic Issues</b>
Education	<ul style="list-style-type: none"> <li>• Poor sanitation and hygiene practices in schools</li> <li>• Lack of parental care and commitment</li> <li>• Following up of their children (teacher-parents associations)</li> <li>• Poor teaching and learning methods and techniques</li> <li>• Denial of the rights to quality education</li> <li>• Low literacy, numeracy rates amongst pupils</li> <li>• Shortage of teaching and learning materials</li> <li>• Poor learning environment in education institutions</li> <li>• Shortage of enabling and inclusive infrastructures including: classrooms, latrines, kitchen, dining halls, teachers' houses and water infrastructures</li> <li>• Inadequate vocation training skills among women, youths and the entire community</li> </ul>
Health and Nutrition	<ul style="list-style-type: none"> <li>• Increasing costs of community health care</li> <li>• High rates of malnutrition amongst children and community members</li> <li>• Poor access to quality health services associated with untimed deaths</li> <li>• Low awareness amongst communities on how to prevent diseases and stay safe</li> <li>• Dilapidated health facilities and unfriendly health care provision environment</li> <li>• Poor water sanitation and hygiene situations in both health facilities and in the community.</li> </ul>
Agriculture, Economic growth and Livelihood	<ul style="list-style-type: none"> <li>• Inadequate vocation training skills among women, youths and the entire community</li> <li>• Entrepreneurship development and innovation at organizational and community levels</li> </ul>

	<ul style="list-style-type: none"> <li>• Incapability to respond to Community needs due to unstable income</li> <li>• Extreme income poverty and widening income gap which is widespread in organization operation area</li> <li>• Poor technological know-how amongst farmers.</li> <li>• Poor crops and livestock production.</li> <li>• Inadequate knowledge on business plans preparation and accessing resources, equipment and machineries</li> </ul>
<p>Cross cutting issues (environment, gender, human rights, technology, climate change and disability)</p>	<ul style="list-style-type: none"> <li>• Advocacy for child and women rights</li> <li>• Climate change and adaptation strategies</li> <li>• Child labor e.g. in tea, coffee, tobacco and tree farms</li> <li>• Digitization and digitalization issues</li> <li>• Inclusion of persons with disability</li> </ul>
<p>Exemplary Inclusive Centre for Sustainable Development <i>(The proposed thematic area focuses on the creation of an inclusive Centre designed to ensure equitable access to education, health, economic opportunities, and social services for all individuals, particularly marginalized and vulnerable groups, including persons with disabilities. This centre will integrate the principles of the Sustainable Development Goals (SDGs), addressing interconnected issues through inclusive and accessible practices, with</i></p>	<ul style="list-style-type: none"> <li>• Inaccessible facilities to the persons with disabilities and marginalized groups</li> <li>• Low community awareness about inclusion and sustainable development</li> <li>• Insufficient expertise to address inclusive development</li> <li>• Poor access to quality inclusive education, health and social services for vulnerable groups</li> <li>• Inadequate knowledge on climate change, adaptation and mitigation</li> <li>• Inequalities in economic opportunities for vulnerable groups</li> <li>• Shortage of and poor advocacy about inclusive national policies and guidelines</li> </ul>

<p><i>a strong emphasis on leaving no one behind. The initiative therefore prioritizes quality inclusive education, good health and well-being, gender equality, economic growth, reduced inequalities, climate action, and partnerships to achieve the respective SDGs)</i></p>	
<p><b>Organizational development</b></p>	<ul style="list-style-type: none"> <li>• Inadequate financial resources</li> <li>• Lack of winning resources and sustainability strategies and donor dependency</li> <li>• Inadequate publicity strategies</li> <li>• Lack of combined efforts from TUFA staff in various organization issues</li> <li>• Volunteer programme to support growth of the organization</li> <li>• Changing Government, donors' policies and perceptions on NGOs operations</li> <li>• A need to improve collaboration and partnership with other likeminded organizations, FBOs, community leaders, and Government institutions.</li> </ul>

# TUFA's Strategic objectives

The purpose of identifying the strategic objectives is to enable the organization to be focused and have a direction for its works in the coming five years beginning in January 2025.

## Strategic Objectives

The following are the agreed strategic objectives during the next five years: -

Thematic area/ Sector/ components/ focus	Strategic Objective	Organizational Strategies
<b>Health</b>		
Community health systems	Improved health of the population through community empowerment and engagement through responsive community health systems	<ul style="list-style-type: none"> <li>• To empower communities in a gender responsive and culturally sensitive manner, to improve their own health, especially for vulnerable groups.</li> <li>• Encourage Volunteer community health workers (CHW) who will operate at village and hamlet levels, providing better alignment with community development and social welfare services. These CHWs will work closely with peer groups that address specific needs for young and adolescent boys or girls, people living with HIV and other communicable diseases, people living with disabilities of chronic diseases, and the elderly</li> <li>• Establish Community engagement platforms for specific disease programmes such as HIV and TB care to support dissemination of accurate information on other health issues, e.g., COVID-19</li> </ul>

<p>Health education (facilitate provision of community health education to motivate people to improve their health literacy, empowering them to take decisions about health and wellbeing)</p>	<p>Improved health of the population through community awareness and health literacy</p>	<ul style="list-style-type: none"> <li>• Awareness raising to Communities on their health, health risks and environmental factors influencing health.</li> <li>• Creating awareness on Issues of lifestyle, physical and psychological hazards, and pollution due to industrialization, urbanization and climate change through different channels</li> </ul>
<p>Nutrition</p>	<p>Improved nutritional status of the population, both in terms of reducing under- and over-nutrition as a result of change in life style</p>	<ul style="list-style-type: none"> <li>• Promote healthy nutrition to prevent under-weight as well as over-weight</li> <li>• Promote healthier dietary consumption and consumption of essential nutrients for prevention of Non-Communicable Diseases.</li> <li>• Enhance education to and awareness of the community on the importance of good nutrition in vulnerable groups like women, children, elderly, and people with disabilities. In particular, women of childbearing age must know the importance of good nutrition from pre-pregnancy to breastfeeding. Improvement of feeding frequency beyond breast feeding i.e. during the age period between two years and five years will be promoted in order to reduce chronic malnutrition (stunting).</li> </ul>
<p>Environmental health</p>	<p>Reduction of morbidity and mortality due to environmental health risks associated with physical, chemical, biological and behavioral factors</p>	<p>a. Water, Sanitation, Hygiene and Food Safety – This links with TUFA’s operations in Water sector/ area</p> <ul style="list-style-type: none"> <li>• Provision of safe water, improved sanitation, and adequate hygiene (WASH) in prevention of the majority of communicable diseases prevalent through:</li> </ul>

		<ul style="list-style-type: none"> <li>• Creating awareness on the use of clean and safe water as well as improved sanitation to avoid water borne diseases and communicable diseases</li> <li>• Promoting and use appropriate technologies for shallow wells as well as large water schemes depending on the availability of fund to the individual households, schools and community</li> <li>• Establish and strengthen the Community Based Water Supply Organizations (CBWSOs) for enhancing sustainability of rural water supply and sanitation services</li> <li>• Strengthen conservation and protection programmes of water resources and water sources;</li> <li>• Integration of available technologies with agriculture to increase yearly availability of food at household and school levels</li> </ul> <p>b. Waste Management</p> <ul style="list-style-type: none"> <li>• Creating awareness to the community on the health effects of unmanaged wastes both water and solid wastes to reduce the chances for eruptions of diseases</li> <li>• Promoting the three Rs (reduce, reuse, recycle) in management of wastes</li> </ul>
<p>Reproductive Maternal Neonatal Child and Adolescent Health</p>	<p>Improved maternal, newborn, child and adolescent wellbeing through equitable availability of and access to health and nutrition services leading to</p>	<p>a. Enhanced multisectoral coordination of nutrition through improved food security and feeding practices to enable children, adolescents, and the community at large to thrive.</p>

	<p>reduced morbidity and mortality due to maternal, neonatal and childhood illnesses and reproductive health-related conditions</p>	<ul style="list-style-type: none"> <li>• Promote growing of crops that are resistant to climate change for households to have enough food throughout the year</li> <li>• Promoting feeding programs in schools</li> <li>• Formulation of small community groups to build their capacities on food security technologies and information</li> </ul> <p>b. Improved availability and access of sexual and reproductive health services for young people to reduce teenage pregnancy, thus keeping girls in school, and the provision of life schools to transform life.</p> <ul style="list-style-type: none"> <li>• Create awareness to and build capacities of young people on sexual and reproductive health and available services to community and in schools</li> </ul> <p>c. Improved availability and access of sexual and reproductive health services for young people to reduce teenage pregnancy, thus keeping girls in school, and the provision of life schools to transform life.</p> <ul style="list-style-type: none"> <li>• To create awareness and sensitization to the community on the importance of attending to hospitals/ dispensaries/ health centers especially when they conceive, during pregnancies, and after birth of babies</li> <li>• To create awareness on the importance of early child vaccinations on major diseases as required by the government</li> </ul>
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		<ul style="list-style-type: none"> <li>• Provide counselling to young people who are already engaged in sexual activities in schools and in communities to maintain their focus on their future</li> </ul>
Communicable Diseases – infectious diseases control	Reduced morbidity and mortality due to communicable diseases as a result of preventive measures, early detection and early treatment for communicable diseases of public health importance	<p>a. Control of Priority Communicable Diseases</p> <ul style="list-style-type: none"> <li>• Increase public awareness on the prevention, management and control of communicable diseases emphasized by the government such as HIV-AIDS, hepatitis, malaria and TB</li> <li>• Increase public awareness on the importance and use of vaccinations for the control of vaccine-preventable communicable diseases such as TB, poliomyelitis, measles, rubella, whooping cough, tetanus, influenza, and hepatitis.</li> </ul>
Non-Communicable Diseases	Reduced morbidity and mortality due to non-communicable diseases as a result of preventive measures addressing risk factors, early detection and treatment and rehabilitation of non-communicable conditions of public health importance. Increased attention due to increase in life expectancy, nutrition and changes in lifestyle	<p>a. Chronic Diseases</p> <ul style="list-style-type: none"> <li>• Increase awareness to the community on changes in people's life styles which lead to increase in non-communicable diseases due to feeding/ nutrition (overweight, cardiovascular disease and diabetes)</li> </ul> <p>b. Mental Health, Addiction and Substance Abuse</p> <ul style="list-style-type: none"> <li>• Increase awareness to the public on the effects of drug abuse as well as the importance to regularly attend to mental health checkup and sessions.</li> <li>• Sensitizing the community on parental care for children and youths to prepare them for adulthood and help them take responsibilities in life as well as building their capacities in reasoning to reduce unnecessary</li> </ul>

		<p>deaths due to failure in reasoning, sexual affairs etc</p> <p>c. Ageing</p> <ul style="list-style-type: none"> <li>• Promoting the active participation of the elderly population in social matters and encourage better services for the old people in different sectors especially in the health sector to increase their health, prolonged lives and well being</li> </ul>
<b>Agriculture</b>		
Sustainable Water and Land Use Management	Expanded sustainable water and land use management for crops, livestock and fisheries	<p>a. Land use planning and watershed management</p> <ul style="list-style-type: none"> <li>• Promote land use planning in rural and semi urban areas</li> <li>• Promoting appropriate water supply technologies and integrate them with farming for irrigation purposes</li> <li>• Supporting construction of water irrigation schemes in villages and areas with medium and large-scale agriculture to increase production at community level</li> </ul> <p>b. Water sources development for livestock &amp; fisheries</p> <ul style="list-style-type: none"> <li>• Improving water sources and establish water sources multi-use planning in villages</li> </ul> <p>c. Promote Climate smart agriculture (CSA) technologies and practices</p> <ul style="list-style-type: none"> <li>• Integrating water recharging systems during construction of water points and in the farms</li> <li>• Promoting the use of drip irrigation and other low water consumption technologies in agriculture</li> </ul>

		<ul style="list-style-type: none"> <li>Supporting communities in planting water conserving trees such as mlonge/ around water sources which will leads to ecological restorations</li> <li>Formation of farmers groups to build their capacities in climate change and adaptation</li> </ul>
Enhanced Agricultural productivity and Profitability	Increased productivity growth rate for commercial market-oriented agriculture for priority commodities	<p>a. Strengthening Agricultural extension, training and promotion/info services (crops, livestock and fisheries)</p> <ul style="list-style-type: none"> <li>Building capacity to and involve agricultural extension officers in various agricultural projects to help farmers in growing their crops</li> </ul> <p>b. Research and development</p> <ul style="list-style-type: none"> <li>Collaborate with local authorities to identify needs by using available monitoring data of projects which are implemented in communities</li> <li>Testing and promoting various technological options suitable in different environments which are affordable to the farmers</li> </ul> <p>c. Food and nutrition security improved</p> <ul style="list-style-type: none"> <li>Integration of available water technologies with agriculture to increase yearly availability of food at household and school levels</li> </ul>
<b>Water</b>		
Water Resources Management (WRM)	To promote good governance of water resources through empowering water users, encouraging participatory and transparent decision-	<ul style="list-style-type: none"> <li>Develop and implement a comprehensive water quality monitoring and pollution control programme, permanent water quality standards, and protection of important water sources;</li> </ul>

	making, devolving ownership to the user level, and granting secure water rights with responsibilities to the water users, community groups, local government and basin boards	<ul style="list-style-type: none"> <li>• Assessment of the water resources and preparation of IWRM plans, mitigation against floods and droughts; and implement priority water resources infrastructure investments;</li> <li>• Ensure the active and effective participation of both women and men in WRM; and</li> <li>• Promote prevention and mitigation of HIV/AIDS</li> </ul>
Rural Water Supply and Sanitation (RWSS)	Improved quality and quantity of drinking water and sanitation services for rural Tanzanians sustained through improved district-level capacity, effective local water committees, private sector participation and good health/hygiene/sanitation practices	<ol style="list-style-type: none"> <li>a. Ensure access and affordability of safe water, especially in rural areas focusing on vulnerable households, including older people headed household; where TUFA will focus on: <ul style="list-style-type: none"> <li>• Construction of new water points to bring services to areas not covered by existing water supply systems in rural areas</li> </ul> </li> <li>b. Ensure improved access to reliable water supplies through promotion of small-scale rainwater harvesting; where TUFA will focus on: <ul style="list-style-type: none"> <li>• Promotion and construction of rainwater harvesting tanks especially for households and schools</li> </ul> </li> <li>c. Improved land management and adoption of water conservation technologies, and implementation of national plans to halt desertification and land degradation, and restore degraded lands: where TUFA will focus on: <ul style="list-style-type: none"> <li>• Catchment restoration, improvement and conservation of water sources from pollution and misuse</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>Public education and awareness campaigns to improve understanding about water use, options available to improve water use as well as the social, economic, environmental and regulatory implications of over-use</li> </ul> <p>d. Institutional capacity building to manage water resources; where TUFA will focus on:</p> <ul style="list-style-type: none"> <li>Establishment, Capacity building, training and strengthening of Community Based Water Supply Organizations (CBWSO) in collaboration with the Local Government Authority (LGA) to carry out their mandated responsibilities.</li> </ul>
<b>Education</b>		
A. Access, Participation and Equity in Basic and Secondary Education		
Component 2 – Teachers	Availability of sufficient number and equitable deployment of adequately trained teachers in pre-primary classroom	<ul style="list-style-type: none"> <li>Strengthen professional development of pre-primary teachers including early gender socialization practices</li> <li>Strengthen the capacity of teachers and school heads in gender analysis, gender responsive pedagogy and integration of gender issues in the school improvement plan</li> </ul>
Component 3 – School Environment	<p>Schools and satellite centers provide learning environments that are inclusive, safe, age-appropriate and child-friendly, encouraging timely enrolment and retention</p> <p>Schools are safer, more inclusive and child-friendly,</p>	<ul style="list-style-type: none"> <li>Provide pre-primary classrooms/areas with the necessary materials, equipment, facilities and safety measures</li> <li>Supply gender and disability sensitive materials and facilities to cater for children from currently disadvantaged groups</li> </ul>

	encouraging timely enrolment, attendance and retention	<ul style="list-style-type: none"> <li>• Strengthen guidance, counselling and child protection services in school to protect boys and girls from sexual abuse, harassment and bullying</li> <li>• Ensure that schools are adequately supplied with appropriate equipment and facilities for different ages and groups</li> <li>• Strengthen school WASH</li> <li>• Strengthen school health and nutrition in collaboration with MOH</li> </ul>
Component 4 – Community Participation	<p>Parent and community knowledge and support for one year of pre-primary for all (at the correct age) is reinforced, and commitment to early learning at home and at school is increased</p> <p>Ensuring all students gain access to and complete Basic Education, regardless of their means or vulnerability</p>	<ul style="list-style-type: none"> <li>• Develop and implement a parenting communication and education campaign on support and engagement in pre-primary education</li> <li>• Community engagement in promoting, supporting, sustaining and improving pre-primary education, including through school and satellite management committees</li> <li>• Make schools inclusive for students with special needs and for girls</li> <li>• Implement a government “communication for development” strategy to promote the engagement of boys, men and women champions in the education system and in rural communities to protect girls from early marriage and unintended pregnancies</li> <li>• Encourage and/or develop community-based solutions to the provision of learning materials, porridge and lunches at school</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop a parenting and community education strategy to inform and educate parents on ways to open communication with their sons and daughters on sexual and reproductive health issues, prevention of early pregnancies and promotion of equal treatment of boys and girls towards improved completion and performance</li> </ul>
Component 1.D – Out-of-school children: Reducing Drop-Out, with a Focus on Preventive Measures	Fewer pupils drop out from school	<ul style="list-style-type: none"> <li>• Develop a school-level system to identify pupils at risk of dropout, involving headmasters, teachers, PTAs and the community</li> <li>• Train and support head teachers on strategies and practices to prevent dropout</li> <li>• Provide psycho-social support in schools, for those at risk of dropout</li> <li>• Develop publicity campaign, other communication channels and partnership with communities to popularize the correct school starting age for all children</li> </ul>
<b>B. Quality of Basic and Secondary Education</b>		
Component 1 – Curricula	Relevant competency-based curricula are in place and textbooks and teacher guides are updated accordingly	<ul style="list-style-type: none"> <li>• Ensure availability of textbooks and teacher guides for all schools</li> <li>• Provide global citizenship and life skills education, including on environmental and conservation issues and on gender, sexuality and HIV prevention</li> </ul>
Component 2 – Teacher Education (Pre-Service and In-Service Training for Qualification)	All existing and newly recruited teachers obtain the required qualifications	<ul style="list-style-type: none"> <li>• Improve the quality of teacher training to promote a more learner-centered approach by teacher trainers and trainees</li> </ul>

<p>Component 3 – Teacher Support and In-Service Training</p>	<p>Teachers receive regular support and in-service training, in priority areas in line with their needs and education system priorities</p>	<ul style="list-style-type: none"> <li>• Collect and use information on competencies of practicing teachers for planning of in-service</li> <li>• Develop, disseminate and utilize training and support packages to enhance teaching proficiency in priority areas (including STEM, gender issues and life-skills-based sexual and reproductive health) in line with the ETP and the national development plan</li> <li>• Strengthen the capacity of teachers to use school-based continuous assessment as a tool to support underperforming boys and girls</li> </ul>
<p>Component 4 – Teacher Motivation</p>	<p>Improved teacher attendance and retention</p> <p>Reduced teacher attrition rate (for causes other than retirement, death, etc.), by cycle</p>	<ul style="list-style-type: none"> <li>• Strengthen the effectiveness of WEOs in supporting teachers</li> <li>• Schools Quality Assurance Division ensures that Quality Assurance motivates teachers and strengthens their professional development</li> <li>• Ensure that school management (school leaders and committees) provide motivating supervision and support to teachers</li> </ul>
<p>Component 5 – Learning Environment</p>	<p>Learning environments meet minimum standards of quality</p>	<ul style="list-style-type: none"> <li>• Transform classrooms into cognitively stimulating learning environments, especially for pre-primary, and Grades 1 and 2</li> <li>• Provide schools with necessary guidelines and resources to facilitate girls’ and boys’ participation in their own development through extra-curricular activities (e.g. games, sports and school clubs that are both subject-focused and crosscutting)</li> <li>• Abolishment of corporal punishment</li> </ul>

Component 6 – School Leadership and Management	School leaders and school committees contribute to improving quality through effective school management	<ul style="list-style-type: none"> <li>• Provide training to school leaders in school improvement planning, management and budgeting</li> <li>• Develop capacity of school committees in activities relevant to their missions and to school improvement</li> </ul>
Component 7 – Quality Assurance	Quality Assurance processes are used to monitor teacher, student and school performance against standards and findings are used to improve practice	<ul style="list-style-type: none"> <li>• Make all education stakeholders aware of national quality standards and quality assurance Processes</li> <li>• Organization of regular Whole School Evaluation (school supervision and inspection) of Basic Education Schools</li> <li>• Support to schools, Ward Development Committees, District Education Departments on analyzing and using the results of Whole School Evaluations and Learning Assessments</li> <li>• School management skills-enhancement for Head Teachers, School Committees and WEOs includes skills for school and teacher supervision, classroom observation and school-based continuous assessment</li> </ul>
Component 8 – Operational Research	Improved understanding of the factors that affect differentials in student enrolment, retention and performance across gender, geographical location and other variables, and resultant amendments to existing policies and strategies	<ul style="list-style-type: none"> <li>• Conduct study into factors affecting girls’ poor performance in national examinations compared to Boys</li> <li>• Conduct study into factors affecting drop-out, looking into variations by gender and district/region</li> <li>• Conduct study into factors affecting lower transition rates by girls into lower and higher secondary education and into TVET and universities</li> </ul>
<b>Inclusive Centre for Sustainable Development (EICSD)</b>		

<p>Exemplary Inclusive Centre for Sustainable Development (EICSD)</p>	<p>Establishment of an Exemplary Inclusive Centre for Sustainable Development as a replicable model for inclusivity, accessibility, and community empowerment, addressing the intersectionality of needs across education, health, agriculture, economic growth, and cross-cutting social issues.</p>	<ul style="list-style-type: none"> <li>• Work with both government and stakeholders to secure a piece of land</li> <li>• Establish an exemplary inclusive centre for sustainable development adhering to the following key features: <ul style="list-style-type: none"> <li>• Accessibility: All facilities designed to accommodate persons with disabilities, including physical infrastructure, communication tools, and program delivery.</li> <li>• Inclusivity: Programs will actively involve marginalized groups and ensure equitable participation.</li> <li>• Sustainability: Initiatives will align with environmental sustainability goals and integrate renewable energy, waste management, and conservation practices.</li> <li>• Community-Centered Approach: The centre will be co-created with the community to reflect their needs and priorities.</li> </ul> </li> </ul>
<p><b>Organizational development</b></p>		
<p>A. Institutional strengthening - Internal</p>	<p>Increased chances to win resources and sustainability of the organization</p>	<ul style="list-style-type: none"> <li>• Develop various appropriate proposals for donor funding</li> <li>• Establishment of various owned sources of income</li> <li>• Encourage members contributions</li> </ul>
<p>B. Institutional strengthening - External</p>	<p>Improved collaboration and relationship with other organizations at local, National and international</p>	<ul style="list-style-type: none"> <li>• Identifying relevant stakeholders and develop mutual cooperation agreements</li> <li>• Develop visibility plans</li> </ul>

	levels, government bodies/ authorities/ institutions	<ul style="list-style-type: none"> <li>• Encourage joint monitoring of projects and share appropriate reports</li> <li>• Register to various sector networks</li> </ul>
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## Crosscutting Issues

Apart from above sectorial issues, TUFA will be working on the following crosscutting issues. These issues will be included in all the activities to be done by TUFA throughout this strategic period.

- Advocacy for child and women rights – make aware of the rights and protection to and encourage their participation in community matters
- Inclusion of persons with disability – improve equitable access to resources, education, health, etc for to persons with disabilities
- Climate change and adaptation - make aware of the climatic changes and ways to adopt it for community development
- Digitization and digitalization issues – shifting from analog to digital communications and formats including peer discussions, data collection and organization, analysis and reporting

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## **Services/ Projects/ Programs Offered:**

- Education projects operational services and expertise
- Health projects services
- Water projects services
- Agricultural business and extension services
- Baseline/Formative research
- Projects monitoring and evaluation consultations
- Environment conservation services and consultations
- Empowerment programs e.g. trainings, micro-finance, social welfare, project management, advocacy and human rights.

## **Strategies Adopted**

- Advocacy / Sensitization
- Community based workshops and trainings
- Residential workshops and trainings
- Training peer educators / TOT
- Education services provision
- Health services provision
- Agribusiness and extension service provision
- Technical services provision
- Community resource centers

## Strategic Indicators

Thematic area	Objectives	Strategies / activities	Indicators
<b>Health</b>			
Community health systems	Improved health of the population through community empowerment and engagement through responsive community health systems	<ul style="list-style-type: none"> <li>To empower communities in a gender responsive and culturally sensitive manner, to improve their own health, especially for vulnerable groups.</li> <li>Encourage Volunteer community health workers (CHW) who will operate at village and hamlet levels, providing better alignment with community development and social welfare services. These CHWs will work closely with peer groups that address specific needs for young and adolescent boys or girls, people living with HIV and other communicable diseases, people living with disabilities of chronic diseases, and the elderly</li> <li>Establish Community engagement platforms for specific disease Programmes such as HIV and TB care to support dissemination of accurate information on other health issues, e.g., COVID-19</li> </ul>	<ul style="list-style-type: none"> <li># Communities empowered in gender and cultural related manner</li> <li># CHWs engaged in communities to provide services</li> <li># Active platforms established</li> <li>% Increase in communities with knowledge on various diseases, pollution, proper life style, vaccinations, use of clean water and nutrition</li> <li># Active CBWSOs operating in the area</li> <li># water sources identified, improved and demarcated</li> <li>Schools with feeding program in the region</li> <li># young people/ students in schools provided with counselling</li> </ul>
Health education (facilitate provision of community)	Improved health of the population through	<ul style="list-style-type: none"> <li>Awareness raising to Communities on their health, health risks and environmental factors influencing health.</li> </ul>	<ul style="list-style-type: none"> <li>% of old people participating in every community events</li> </ul>

health education to motivate people to improve their health literacy, empowering them to take decisions about health and wellbeing)	community awareness and health literacy	<ul style="list-style-type: none"> <li>• Creating awareness on Issues of lifestyle, physical and psychological hazards, and pollution due to industrialization, urbanization and climate change through different channels</li> </ul>	
Nutrition	Improved nutritional status of the population, both in terms of reducing under- and over-nutrition as a result of change in life style	<ul style="list-style-type: none"> <li>• Promote healthy nutrition to prevent under-weight as well as over-weight</li> <li>• Promote healthier dietary consumption and consumption of essential nutrients for prevention of Non-Communicable Diseases.</li> <li>• Enhance education to and awareness of the community on the importance of good nutrition in vulnerable groups like women, children, elderly, and people with disabilities. In particular, women of childbearing age must know the importance of good nutrition from pre-pregnancy to breastfeeding. Improvement of feeding frequency beyond breast feeding i.e. during the age period between two years and five years will be promoted in order to reduce chronic malnutrition (stunting).</li> </ul>	
Environmental health	Reduction of morbidity and mortality due to environmental health	c. Water, Sanitation, Hygiene and Food Safety – This links with TUFA’s operations in Water sector/ area	

	<p>risks associated with physical, chemical, biological and behavioral factors</p>	<ul style="list-style-type: none"> <li>• Provision of safe water, improved sanitation, and adequate hygiene (WASH) in prevention of the majority of communicable diseases prevalent through:</li> <li>• Creating awareness on the use of clean and safe water as well as improved sanitation to avoid water borne diseases and communicable diseases</li> <li>• Promoting and use appropriate technologies for shallow wells as well as large water schemes depending on the availability of fund to the individual households, schools and community</li> <li>• Establish and strengthen the Community Based Water Supply Organizations (CBWSOs) for enhancing sustainability of rural water supply and sanitation services</li> <li>• Strengthen conservation and protection programmes of water resources and water sources;</li> <li>• Integration of available technologies with agriculture to increase yearly availability of food at household and school levels</li> </ul> <p>d. Waste Management</p> <ul style="list-style-type: none"> <li>• Creating awareness to the community on the health effects of unmanaged wastes both</li> </ul>	
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		<p>water and solid wastes to reduce the chances for eruptions of diseases</p> <ul style="list-style-type: none"> <li>• Promoting the three Rs (reduce, reuse, recycle) in management of wastes</li> </ul>	
Reproductive Maternal Neonatal Child and Adolescent Health	Improved maternal, newborn, child and adolescent wellbeing through equitable availability of and access to health and nutrition services leading to reduced morbidity and mortality due to maternal, neonatal and childhood illnesses and reproductive health-related conditions	<p>a. Enhanced multisectoral coordination of nutrition through improved food security and feeding practices to enable children, adolescents, and the community at large to thrive.</p> <ul style="list-style-type: none"> <li>• Promote growing of crops that are resistant to climate change for households to have enough food throughout the year</li> <li>• Promoting feeding programs in schools</li> <li>• Formulation of small community groups to build their capacities on food security technologies and information</li> </ul> <p>b. Improved availability and access of sexual and reproductive health services for young people to reduce teenage pregnancy, thus keeping girls in school, and the provision of life schools to transform life.</p> <ul style="list-style-type: none"> <li>• Create awareness to and build capacities of young people on sexual and reproductive health and available services to community and in schools</li> <li>• To create awareness and sensitization to the community on the importance of attending to hospitals/ dispensaries/ health centers</li> </ul>	

		<p>especially when they conceive, during pregnancies, and after birth of babies</p> <ul style="list-style-type: none"> <li>• To create awareness on the importance of early child vaccinations on major diseases as required by the government</li> <li>• Provide counselling to young people who are already engaged in sexual activities in schools and in communities to maintain their focus on their future</li> </ul>	
Communicable Diseases – infectious diseases control	Reduced morbidity and mortality due to communicable diseases as a result of preventive measures, early detection and early treatment for communicable diseases of public health importance	<p>a. Control of Priority Communicable Diseases</p> <ul style="list-style-type: none"> <li>• Increase public awareness on the prevention, management and control of communicable diseases emphasized by the government such as HIV-AIDS, hepatitis, malaria and TB</li> <li>• Increase public awareness on the importance and use of vaccinations for the control of vaccine-preventable communicable diseases such as TB, poliomyelitis, measles, rubella, whooping cough, tetanus, influenza, and hepatitis.</li> </ul>	
Non-Communicable Diseases	Reduced morbidity and mortality due to non-communicable diseases as a result of preventive measures addressing risk factors, early detection and treatment and rehabilitation of non-	<p>a. Chronic Diseases</p> <ul style="list-style-type: none"> <li>• Increase awareness to the community on changes in people’s life styles which lead to increase in non-communicable diseases due to feeding/ nutrition (overweight, cardiovascular disease and diabetes)</li> </ul> <p>b. Mental Health, Addiction and Substance Abuse</p>	

	communicable conditions of public health importance. Increased attention due to increase in life expectancy, nutrition and changes in lifestyle	<ul style="list-style-type: none"> <li>• Increase awareness to the public on the effects of drug abuse as well as the importance to regularly attend to mental health checkup and sessions.</li> <li>• Sensitizing the community on parental care for children and youths to prepare them for adulthood and help them take responsibilities in life as well as building their capacities in reasoning to reduce unnecessary deaths due to failure in reasoning, sexual affairs etc</li> </ul> <p>c. Ageing</p> <ul style="list-style-type: none"> <li>• Promoting the active participation of the elderly population in social matters and encourage better services for the old people in different sectors especially in the health sector to increase their health, prolonged lives and well being</li> </ul>	
<b>Agriculture</b>			
Sustainable Water and Land Use Management	Expanded sustainable water and land use management for crops, livestock and fisheries	<p>a. Land use planning and watershed management</p> <ul style="list-style-type: none"> <li>• Promote land use planning in rural and semi urban areas</li> <li>• Promoting appropriate water supply technologies and integrate them with farming for irrigation purposes</li> <li>• Supporting construction of water irrigation schemes in villages and areas with medium</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage increase of districts with land use plans</li> <li>• Percentage increase of villages with land use plans</li> <li>• Percentage increase of watersheds with integrated management plans</li> </ul>

		<p>and large-scale agriculture to increase production at community level</p> <p>b. Water sources development for livestock &amp; fisheries</p> <ul style="list-style-type: none"> <li>• Improving water sources and establish water sources multi-use planning in villages</li> </ul> <p>c. Promote Climate smart agriculture (CSA) technologies and practices</p> <ul style="list-style-type: none"> <li>• Integrating water recharging systems during construction of water points and in the farms</li> <li>• Promoting the use of drip irrigation and other low water consumption technologies in agriculture</li> <li>• Supporting communities in planting water conserving trees such as mlonge/ around water sources which will leads to ecological restorations</li> <li>• Formation of farmers groups to build their capacities in climate change and adaptation</li> </ul>	<ul style="list-style-type: none"> <li>• Additional area (ha) under improved agricultural production</li> <li>• Percentage increase in water quantity for agricultural production</li> </ul>
Enhanced Agricultural productivity and Profitability	Increased productivity growth rate for commercial market-oriented agriculture for priority commodities	<p>a. Strengthening Agricultural extension, training and promotion/info services (crops, livestock and fisheries)</p> <ul style="list-style-type: none"> <li>• Building capacity to and involve agricultural extension officers in various agricultural projects to help farmers in growing their crops</li> </ul> <p>b. Research and development</p>	<ul style="list-style-type: none"> <li>• # officers with increased capacities to support farmers in growing their crops</li> <li>• Documentation on needs of communities in collaboration with Local Government Authorities (LGAs)</li> </ul>

		<ul style="list-style-type: none"> <li>• Collaborate with local authorities to identify needs by using available monitoring data of projects which are implemented in communities</li> <li>• Testing and promoting various technological options suitable in different environments which are affordable to the farmers</li> </ul> <p>c. Food and nutrition security improved</p> <ul style="list-style-type: none"> <li>• Integration of available water technologies with agriculture to increase yearly availability of food at household and school levels</li> </ul>	<ul style="list-style-type: none"> <li>• # Various technology options tested and promoted</li> <li>• # tested technologies integrated with agriculture</li> <li>• # community members/ farmers with tested technologies integrated in their farms</li> </ul>
<b>Water</b>			
Water Resources Management (WRM)	To promote good governance of water resources through empowering water users, encouraging participatory and transparent decision-making, devolving ownership to the user level, and granting secure water rights with responsibilities to the water users, community groups, local government and basin boards	<ul style="list-style-type: none"> <li>• Assessment of the water resources and preparation of IWRM plans, mitigation against floods and droughts; and implement priority water resources infrastructure investments;</li> <li>• Ensure the active and effective participation of both women and men in WRM; and</li> <li>• Promote prevention and mitigation of HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• # IWRM plans developed in collaboration with the LGAs involving key gender stakeholders</li> <li>• # awareness raising events conducted on mitigation/adaptation against floods and droughts</li> </ul>

<p>Rural Water Supply and Sanitation (RWSS)</p>	<p>Improved quality and quantity of drinking water and sanitation services for rural Tanzanians sustained through improved district-level capacity, effective local water committees, private sector participation and good health/hygiene/sanitation practices</p>	<p>a. Ensure access and affordability of safe water, especially in rural areas focusing on vulnerable households, including older people headed household; where TUFA will focus on:</p> <ul style="list-style-type: none"> <li>• Construction of new water points to bring services to areas not covered by existing water supply systems in rural areas</li> </ul> <p>b. Ensure improved access to reliable water supplies through promotion of small-scale rainwater harvesting; where TUFA will focus on:</p> <ul style="list-style-type: none"> <li>• Promotion and construction of rainwater harvesting tanks especially for households and schools</li> </ul> <p>c. Improved land management and adoption of water conservation technologies, and implementation of national plans to halt desertification and land degradation, and restore degraded lands: where TUFA will focus on:</p> <ul style="list-style-type: none"> <li>• Catchment restoration, improvement and conservation of water sources from pollution and misuse</li> <li>• Public education and awareness campaigns to improve understanding about water use, options available to improve water use as</li> </ul>	<ul style="list-style-type: none"> <li>• # of new water points constructed</li> <li>• # of villages covered with water supply systems</li> <li>• # of rain water harvesting tanks constructed</li> <li>• # of water sources improved and demarcated, catchments restored</li> <li>• Increased water quantity due to catchment restored and water sources improved</li> <li>• # villages which are aware of water use, multi-users and options available for water use</li> <li>• # CBWSOs established and functional to manage water resources and use in the villages</li> <li>• # villages with established and operational CBWSOs</li> </ul>
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		<p>well as the social, economic, environmental and regulatory implications of over-use</p> <p>d. Institutional capacity building to manage water resources; where TUFA will focus on:</p> <ul style="list-style-type: none"> <li>• Establishment, Capacity building, training and strengthening of Community Based Water Supply Organizations (CBWSO) in collaboration with the Local Government Authority (LGA) to carry out their mandated responsibilities.</li> </ul>	
<b>Education</b>			
<b>A. Access, Participation and Equity in Basic and Secondary Education</b>			
Component 2 – Teachers	Availability of sufficient number and equitable deployment of adequately trained teachers in pre-primary classroom	<ul style="list-style-type: none"> <li>• Strengthen professional development of teachers including early gender socialization practices</li> <li>• Strengthen the capacity of teachers and school heads in gender analysis, gender responsive pedagogy and integration of gender issues in the school improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil teacher ratio (PTR)</li> <li>• % of primary schools with a dedicated pre-primary classroom</li> <li>• Pupil-classroom ratio in pre-primary</li> <li>• % of pre-primary classes/areas that meet minimum set standards</li> </ul>
Component 3 – School Environment	Schools and satellite centres provide learning environments that are inclusive, safe, age-appropriate and child-friendly, encouraging	<ul style="list-style-type: none"> <li>• Provide pre-primary classrooms/areas with the necessary materials, equipment, facilities and safety measures</li> <li>• Supply gender and disability sensitive materials and facilities to cater for children from currently disadvantaged groups</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils Drop hole Ratio (PDR)</li> <li>• # of schools with infrastructure considering gender issues: latrine with urinal channels, special rooms for girls,</li> </ul>

	<p>timely enrolment and retention</p> <p>Schools are safer, more inclusive and child-friendly, encouraging timely enrolment, attendance and retention</p>	<ul style="list-style-type: none"> <li>• Strengthen guidance, counselling and child protection services in school to protect boys and girls from sexual abuse, harassment and bullying</li> <li>• Ensure that schools are adequately supplied with appropriate equipment and facilities for different ages and groups</li> <li>• Strengthen school WASH</li> <li>• Strengthen school health and nutrition in collaboration with MOH</li> </ul>	<p>infrastructure fit for disabled pupils, etc</p> <ul style="list-style-type: none"> <li>• Pupils' clubs established and operational</li> <li>• Child desks established in schools and operational</li> <li>• # capacity building/ training provided to teachers on guidance, counseling and child protection and services</li> </ul>
Component 4 – Community Participation	<p>Parent and community knowledge and support for one year of pre-primary for all (at the correct age) is reinforced, and commitment to early learning at home and at school is increased</p> <p>Ensuring all students gain access to and complete Basic Education, regardless of their means or vulnerability</p>	<ul style="list-style-type: none"> <li>• Develop and implement a parenting communication and education campaign on support and engagement in education</li> <li>• Community engagement in promoting, supporting, sustaining and improving pre-primary education, including through school and satellite management committees</li> <li>• Make schools inclusive for students with special needs and for girls</li> <li>• Implement a government “communication for development” strategy to promote the engagement of boys, men and women champions in the education system and in rural communities to protect girls from early marriage and unintended pregnancies</li> </ul>	<ul style="list-style-type: none"> <li>• % of school management committees who actively support schooling</li> <li>• # of school committees trained in various management and leadership skills</li> <li>• # schools with active community participatory projects</li> <li>• # schools with school feeding programs</li> <li>• # PTA established and functional</li> <li>• # of community raising events conducted on the importance of education and education supports to children</li> </ul>

		<ul style="list-style-type: none"> <li>• Encourage and/or develop community-based solutions to the provision of learning materials, porridge and lunches at school</li> <li>• Develop a parenting and community education strategy to inform and educate parents on ways to open communication with their sons and daughters on sexual and reproductive health issues, prevention of early pregnancies and promotion of equal treatment of boys and girls towards improved completion and performance</li> </ul>	<ul style="list-style-type: none"> <li>• # community members attending quarterly meetings in schools increased</li> </ul>
Component 1.D – Out-of-school children: Reducing Drop-Out, with a Focus on Preventive Measures	Fewer pupils drop out from school	<ul style="list-style-type: none"> <li>• Develop a school-level system to identify pupils at risk of dropout, involving headmasters, teachers, PTAs and the community</li> <li>• Train and support head teachers on strategies and practices to prevent dropout</li> <li>• Provide psycho-social support in schools, for those at risk of dropout</li> <li>• Develop publicity campaign, other communication channels and partnership with communities to popularize the correct school starting age for all children</li> </ul>	<ul style="list-style-type: none"> <li>• % Decrease in dropout in schools</li> <li>• # teachers trained and supported on strategies to support dropout</li> <li>• # children provided with psychosocial supports in schools</li> </ul>
<b>B. Quality of Basic and Secondary Education</b>			
Component 1 – Curricula	Relevant competency-based curricula are in place and textbooks and	<ul style="list-style-type: none"> <li>• Ensure availability of textbooks and teacher guides for all schools</li> <li>• Provide global citizenship and life skills education, including on environmental and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil/Qualified Teacher Ratio in Primary</li> <li>• PSLE Pass Rate</li> </ul>

	teacher guides are updated accordingly	conservation issues and on gender, sexuality and HIV prevention	<ul style="list-style-type: none"> <li>• % Std II learners achieving the national benchmark in reading with comprehension</li> <li>• % Std II learners achieving the national benchmark in mathematics</li> <li>• % of schools meeting minimum multi-indicator School Quality standard</li> <li>• Pupil-textbook ratio, by subject</li> <li>• % of school leaders certified as having achieved required level of leadership &amp; management competency</li> </ul>
Component 2 – Teacher Education (Pre-Service and In-Service Training for Qualification)	All existing and newly recruited teachers obtain the required qualifications	<ul style="list-style-type: none"> <li>• Improve the quality of teacher training to promote a more learner-centred approach by teacher trainers and trainees</li> </ul>	
Component 3 – Teacher Support and In-Service Training	Teachers receive regular support and in-service training, in priority areas in line with their needs and education system priorities	<ul style="list-style-type: none"> <li>• Collect and use information on competencies of practicing teachers for planning of in-service</li> <li>• Develop, disseminate and utilize training and support packages to enhance teaching proficiency in priority areas (including STEM, gender issues and life-skills-based sexual and reproductive health) in line with the ETP and the national development plan</li> <li>• Strengthen the capacity of teachers to use school-based continuous assessment as a tool to support underperforming boys and girls</li> </ul>	
Component 4 – Teacher Motivation	<p>Improved teacher attendance and retention</p> <p>Reduced teacher attrition rate (for causes other than retirement, death, etc.), by cycle</p>	<ul style="list-style-type: none"> <li>• Strengthen the effectiveness of WEOs in supporting teachers</li> <li>• Schools Quality Assurance Division ensures that Quality Assurance motivates teachers and strengthens their professional development</li> </ul>	

		<ul style="list-style-type: none"> <li>• Ensure that school management (school leaders and committees) provide motivating supervision and support to teachers</li> </ul>	
Component 5 – Learning Environment	Learning environments meet minimum standards of quality	<ul style="list-style-type: none"> <li>• Transform classrooms into cognitively stimulating learning environments, especially for pre-primary, and Grades 1 and 2</li> <li>• Provide schools with necessary guidelines and resources to facilitate girls’ and boys’ participation in their own development through extra-curricular activities (e.g. games, sports and school clubs that are both subject-focused and crosscutting)</li> <li>• Abolishment of corporal punishment</li> </ul>	<ul style="list-style-type: none"> <li>• # of talking classes in schools</li> <li>• Pupils’ clubs established and operational</li> <li>• Schools which follow guidelines in provision of corporal punishment to pupils</li> </ul>
Component 6 – School Leadership and Management	School leaders and school committees contribute to improving quality through effective school management	<ul style="list-style-type: none"> <li>• Provide training to school leaders in school improvement planning, management and budgeting</li> <li>• Develop capacity of school committees in activities relevant to their missions and to school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• # of school management teams trained on planning, management and budgeting</li> <li>• # of school management committees trained on planning, management and budgeting, monitoring and supervision of school activities</li> </ul>
Component 7 – Quality Assurance	Quality Assurance processes are used to monitor teacher, student and school performance against	<ul style="list-style-type: none"> <li>• Make all education stakeholders aware of national quality standards and quality assurance Processes</li> <li>• Organization of regular Whole School Evaluation (school supervision and inspection) of Basic Education Schools</li> </ul>	<ul style="list-style-type: none"> <li>• % of schools having undergone a WSI once during last two years, by level and region</li> <li>• Assessment of learning outcomes is undertaken yearly and results systemized</li> </ul>

	standards and findings are used to improve practice	<ul style="list-style-type: none"> <li>Support to schools, Ward Development Committees, District Education Departments on analyzing and using the results of Whole School Evaluations and Learning Assessments</li> <li>School management skills-enhancement for Head Teachers, School Committees and WEOs includes skills for school and teacher supervision, classroom observation and school-based continuous assessment</li> </ul>	<ul style="list-style-type: none"> <li>% of schools by district and region that meet minimum standards according to the Overall School Quality Score</li> </ul>
Component 8 – Operational Research	Improved understanding of the factors that affect differentials in student enrolment, retention and performance across gender, geographical location and other variables, and resultant amendments to existing policies and strategies	<ul style="list-style-type: none"> <li>Conduct study into factors affecting girls' poor performance in national examinations compared to Boys</li> <li>Conduct study into factors affecting drop-out, looking into variations by gender and district/region</li> <li>Conduct study into factors affecting lower transition rates by girls into lower and higher secondary education and into TVET and universities</li> </ul>	<ul style="list-style-type: none"> <li>Number of relevant studies undertaken</li> <li>Number of advocacy meetings to existing education policies, strategies or budget allocations that are made based on these research findings</li> </ul>
<b>Inclusive Centre for Sustainable Development</b>			
Exemplary Inclusive Centre for Sustainable Development (EICSD)	Establishment of an Exemplary Inclusive Centre for Sustainable Development as a replicable model for inclusivity, accessibility, and community	<ul style="list-style-type: none"> <li>Work with both government and stakeholders to secure a piece of land</li> <li>Establish an exemplary inclusive Centre for sustainable development adhering to the following key features: <ul style="list-style-type: none"> <li><b>Accessibility:</b> All facilities designed to accommodate persons with disabilities,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Secured piece of land and its associated documents</li> <li>EICSD designed</li> <li>No of EICSD components established</li> </ul>

	empowerment, addressing the intersectionality of needs across education, health, agriculture, economic growth, and cross-cutting social issues	<p>including physical infrastructure, communication tools, and program delivery.</p> <ul style="list-style-type: none"> <li>• <b>Inclusivity:</b> Programs will actively involve marginalized groups and ensure equitable participation.</li> <li>• <b>Sustainability:</b> Initiatives will align with environmental sustainability goals and integrate renewable energy, waste management, and conservation practices.</li> <li>• <b>Community-Centered Approach:</b> The centre will be co-created with the community to reflect their needs and priorities.</li> </ul>	
<b>Organizational development</b>			
Institutional strengthening - <i>Internal</i>	Increased chances to win resources and sustainability of the organization	<ul style="list-style-type: none"> <li>• Develop various appropriate proposals for donor funding</li> <li>• Establishment of various owned sources of income</li> <li>• Encourage members contributions</li> </ul>	<ul style="list-style-type: none"> <li>• # Proposals developed and submitted to relevant funders</li> <li>• # Owned income sources generated</li> <li>• % Members contributed</li> <li>• % Contribution from members</li> </ul>
Institutional strengthening - <i>External</i>	Improved collaboration and relationship with other organizations at local, National and international levels, government bodies/ authorities/ institutions	<ul style="list-style-type: none"> <li>• Identifying relevant stakeholders and develop mutual cooperation agreements</li> <li>• Develop visibility plans</li> <li>• Encourage joint monitoring of projects and share appropriate reports</li> <li>• Register to various sector networks</li> </ul>	<ul style="list-style-type: none"> <li>• # Stakeholders identified and agreements developed</li> <li>• # Projects jointly developed and monitored</li> <li>• # Networks registered</li> <li>• Visibility plans with various visibility materials developed</li> </ul>

## TUFA's Annual Operational Plan 2025

DIRECTORATE	ISSUE	OUTPUTS & EXPECTED RESULTS	APPROACH	RESPONSIBLE	TIMEFRAME
Finance and Administration	Website	<p>Have in place TUFA website with a desired appearance, layout and content</p> <p>Updated website to attract stakeholders, volunteers and donors</p> <p>Configured Donate button with a system that direct viewers on modalities to donate in case they find opportunities or challenges they would be interested to invest on their resolutions</p> <p>Established links with the available social networks (Facebook, Instagram, twitter etc)</p>	Work together to enrich the website with relevant content as per TUFA objectives and thematic areas (a go through and tasks distribution)	<p><b>Jackson to lead</b> (Under Samson's support)</p> <p><b>Content providers:</b>            Unai - General in program development            Severin -General on program development            Jessie - General on program development            Johan - General on program development            Gabriel - Monitoring Evaluation and Learning            Aloyce - Finance and Administration</p>	<p>A continuous exercise starting from January 2025.</p> <p>Progress to be reported weekly</p>



DIRECTORATE	ISSUE	OUTPUTS & EXPECTED RESULTS	APPROACH	RESPONSIBLE	TIMEFRAME
	Manuals and General Organisation Development	<p>Human Resource Manual (draft for review before sharing it to the board for their approval)</p> <p>Financial Manual (draft for review before sharing it to the board for their approval)</p> <p>Fund raising strategy (draft for review before sharing it to the board for their approval)</p> <p>Other manuals to be developed reviewed and approved:</p> <ol style="list-style-type: none"> <li>1. Communication policy</li> <li>2. Child safeguarding policy</li> <li>3. Whistle blowing policy</li> <li>4. Prevention of sexual exploitation and abuse policy</li> <li>5. Anti-fraud, bribery and corruption policy</li> <li>6. TUFA Code of Ethics</li> </ol> <p>Improved / encouraging organisation growth and development</p>	<p>Work on the important organisation manuals (to start with the Human resource and the Financial Manuals)</p> <p>Work on the other relevant policies</p> <p>Work on some components for the organisation to grow and achieve a healthy culture. These components include: values (having a clear identity), purpose (finding the why), people (the right team in the right roles), partnerships (like-minded organizations to collaborate) and planning (the necessary steps to realize the mission).</p> <p>Working on the Organizational Development approaches including: - (1) Consultation (2) Data / Information Collection (3) Data Feedback and Confrontation (4) Action</p>	<p><b>Nemes to lead</b></p> <p>To assign tasks to other members and volunteers depending on the prevailing needs</p>	<p>From January 2025 onwards</p> <p>Progress updates to be provided bi-weekly</p>



DIRECTORATE	ISSUE	OUTPUTS & EXPECTED RESULTS	APPROACH	RESPONSIBLE	TIMEFRAME
			Planning and Problem Solving (5) Team Building or Team Formation (6) Inter-Group Development (7) Appraisal and Follow-Up.		

DIRECTORATE	ISSUE	OUTPUTS & EXPECTED RESULTS	APPROACH	RESPONSIBLE	TIMEFRAME
	Professional Handling of Finances, Materials and Human Resources	<p>TUFA Budget</p> <p>Financial, Material and Human resources handling software</p> <p>Guidelines for handling finances, materials and human resources</p> <p>Smooth running TUFA office - attending the day-to-day administrative matters</p>	<p>Work with the other directorates to come up with the organisation projected budget 2025-2029</p> <p>Follow up to know and obtain the suitable software for our organisation</p> <p>Work out and come up with appropriate guidelines to handle finances, materials and human resources (procurement act, contracts, assets inventories and ledgers etc..)</p> <p>Ensure maintenance of TUFA office operational requirements Take care in obtaining and managing the organisation staff and volunteers</p>	<p><b>Aloyce to lead</b></p> <p>Can assign duties to other members and staffs depending on needs and required support</p> <p>Can work with Denis</p>	<p>Starting from January 2025</p> <p>Update progress weekly</p>
<b>Directorate of Programs</b>	Stakeholders Mapping	<p>List of identified and relevant stakeholders</p> <p>A tool with which to track potential stakeholders</p> <p>Established base of networks with the</p>	<p>Prepare a tool into which members can suggest potential stakeholders including possible partners (share the TUFA organisation profile to establish some useful networks / collaborators)</p>	<p><b>Severin to lead – work with Nemes</b></p> <p>Can assign and/or request support in accomplishing this. All members, staff and</p>	<p>Starting from January 2025 onwards.</p> <p>Progress to be reported on a bi-weekly basis</p>



DIRECTORATE	ISSUE	OUTPUTS & EXPECTED RESULTS	APPROACH	RESPONSIBLE	TIMEFRAME
		so identified stakeholders. Realize possibilities of working together		volunteers have to cooperate	
	Program Development	<p>Established connections with possible funders</p> <p>Existing or prepaid links / software with which to get frequent updates regarding calls for proposals and project opportunities suiting our objectives and thematic areas</p> <p>Established mechanisms towards initiation, planning, execution, and control of projects as per the organisation thematic areas including the cross-cutting issues</p> <p>Draft proposals depending on calls, organisation thematic areas, cross-cutting issues and community requests</p>	<p>Peruse various sources to determine funding opportunities</p> <p>Prepare a program development coordination modality</p> <p>Develop some project proposals and submit accordingly</p>	<p><b>Unai to lead</b></p> <p>To assign various individuals the tasks they can do to help with the program's development</p> <p><b>Severin, Jessie, Johan and Nemes</b> will be directly engaged in making the program development (Directorate of Programs) a success</p> <p>Others to support depending on the prevailing needs</p>	<p>Starting from January 2025 onwards.</p> <p>Progress to be reported on a weekly basis</p>



DIRECTORATE	ISSUE	OUTPUTS & EXPECTED RESULTS	APPROACH	RESPONSIBLE	TIMEFRAME
	Strategic Objective Activities	The education, health & nutrition, agriculture/economic and livelihood, and the cross-cutting issues deliverables	Extracted, re-planned and executed by the programs personnel, volunteers and interns – to involve data gathering, meetings, workshops, trainings, and constructions.	DP, Project Coordinators and officers.	April 2025 onwards  Reported weekly
Directorate of Monitoring Evaluation and Learning	Strategic Plan	<p>Well-developed organization strategic plan (SP)</p> <p>Improved focus on the thematic areas and cross cutting issues the organisation addresses</p> <p>Outline the realistic indicators that would at the end of the day aid monitoring, measurement and evaluation of the organisation programs</p>	Work with both Programs and finance and administration directorates to develop an organisation Strategic Plan draft to suit the organisation objectives, thematic areas and the cross-cutting issues	<p>Gabriel to lead</p> <p>To assign other members tasks depending on their areas of expertise</p> <p>All members to cooperate in the development of this important organisation guide (Board members should also be involved)</p>	<p>This is the TUFA Strategic Plan 2025-2029. The developed SP draft will just be approved by TUFA Board of Directors in their forthcoming meeting</p> <p>SP reviews will be ongoing as need arise</p>
	Monitoring and Evaluation	<p>General monitoring tool reflecting the SP Objectives, strategies and indicators</p> <p>Status of the organisation performance based on the objectives, strategies and indicators</p>	<p>Work with the rest of the team for necessary inputs</p> <p>Conduct monitoring and evaluation of the undertaken activities and events</p>	<p>Gabriel to lead</p> <p>May assigns duties to colleagues as deemed necessary</p>	<p>By 30th March 2025</p> <p>Updates to be provided quarterly, semi annually and annually</p>



DIRECTORATE	ISSUE	OUTPUTS & EXPECTED RESULTS	APPROACH	RESPONSIBLE	TIMEFRAME
	Reporting, Communication and Learning	Reporting templates and software for both projects progress reports and the quarterly, semi, and annual organisation reports  Organisation newsletters  Advocacy and learning materials	Design reporting templates Advise on the possible and suitable reporting software  This will depend on the contents we have post accomplishment of the planned activities and events  Content development, design, production and dissemination of the visibility, advocacy and the learning materials including: leaflets, brochures, posters, banners, bill-boards and T-shirts	Gabriel to lead  Gabriel and Samson  Samson	By February 28, 2025  Semi and annual newsletters  Updates to be provided quarterly

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# Organizational details

## Physical Address

The head office is based at Mkombwe Street, nearby Mufindi Community Bank, Boma - Mafinga ward, Mufindi District, Iringa Region.

**Post Office Address:** P O Box 24 Mafinga – Iringa

**Mobile Numbers:** +255 625 774592, +255 753 695121, +255 767 874592

**Email Address:** info@tufa.or.tz, [tufaorg@gmail.com](mailto:tufaorg@gmail.com)

**Website:** www.tufa.or.tz

## Organization Status

**Status:** Non-Governmental Organization

**Level of Action:** National (Tanzania Mainland)

**Registered Under:** Non-Governmental Organizations Act, No. 24 of 2002.

**Registration Number:** OONGO/R/1858 as from 30<sup>th</sup> April 2021

**Founder:** Currently, there are nine (9) founding members and (1) ordinary member

## Bank details

### TZS Account

Bank name: NBC BANK

Account name: THE UNIVERSE FOR ALL INITIATIVE

Account number (TZS): 039172000128

Branch Name: NJOMBE BRANCH

Branch Code: 851539

Swift Address: NLCBTZTX

### USD Account

Bank name: NBC BANK

Account name: THE UNIVERSE FOR ALL INITIATIVE

Account number (USD): 039173000033

Branch Name: NJOMBE BRANCH

Branch Code: 851539

Swift Address: NLCBTZTX