Tanzania Development Programme

Promoting an Inclusive Society that Appreciates Disability as Part of Human Diversity

Programme Strategic Framework

2013-2017

TANZANIA
Political Map

2

1. Summary

In Tanzania, there are 6,739,330 are people with disabilities - based on the 2012 population and housing census, calculated using the WHO formula suggesting that 15% of a given population are people with disabilities (PWDs). People with disabilities in Tanzania face lots of challenges that if left unchecked would mean that the achievement of the national vision 2025 and other national, regional and global goals would not be possible. It is against this background that working with people with disabilities for positive change in Tanzania is very important.

The ADD International Tanzania (ADD TZP) Programme Strategy envisages a society that both highly values the lives of disabled people - and continually enhances their full participation - in all issues pertaining to their wellbeing.

This strategy has been developed in consultation with disabled people themselves and the wider disability movement in Tanzania, and therefore reflects the lived experience of disabled people and hence the ethos of 'nothing about us without us'

ADD International's starting point is the belief that disability is not inability. The physical, sensory, neurological, psychiatric, intellectual or other impairment experienced by a person are not as disabling as the attitudinal, institutional and environmental challenges that PWDs face. Further, this strategy recognizes that disability is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of human diversity.

This country strategy therefore provides a framework within the wider ADD International strategic framework to guide programme implementation. It comprises inclusive education interventions focusing on capacity building of disabled people's organisations (DPOs); and awareness and sensitization, lobbying and advocacy aiming at mainstreaming disability in development work.

Partnerships and networking with other non-governmental and governmental ministries, departments and agencies for learning and accountability are all pillars for reaching more beneficiaries, scaling up best practices and ensuring the replication of the interventions with sustainable outcomes and impacts on the lives of PWDs for the benefit of all.

The strategy will address the exclusion of children with disabilities (CWDs) in all aspects of education, and will thereby significantly contribute towards the building of an inclusive society that understands disability as part and parcel of human diversity and that ensures that all development activities should include, provide for and benefit all.

The outcome of the strategy will result in increased understanding and realization of CWDs' rights to education, positive attitudinal and behavioural change, and increasing appreciation of mainstreaming disability.

2. Programme Review

The past 5 years' experience has strengthened ADD TZP in terms of establishing longer-term programmes and projects that address the challenges facing DPOs and the disability movement.

Achievements during the past 5 years

Programme delivery
During 2008 financial year, the main achievements included gaining of fundraising skills by both programme and SHVYAWATA staff that in turn was used to mobilize internal and external resources. There was increased confidence of women within the movement who competed for leadership positions and elected by AGM to lead the SHIVYAWATA. Several women with disability appear in TV programs and were confident in addressing issues facing women with disability in Tanzania. The year experienced an increased positive and relationship of the government officials and regional committees particularly in collaborating duding awareness raising and campaigns against albino killings. In the same year, the programme managed to expand the operational area by adding 3 more new regions for DPOs support.

The key programme achievement during 2009 was the contribution to the disability movement that led to the approval of the national assembly to the government to ratify the UNCRPD and its optional protocol. This was an indication of the progress on political will to implement disability development agenda.

Year 2010 experienced a number of achievements related to changes within the programme's operating system. This included recruitment of the new Country Director. The programme revised its 2010-2013 country strategic paper to develop the operational plan and partnership strategy. In the same year, support to the disability movement produced positive results whereby a person with disability was elected to become a member of parliament through the 2010 Tanzania national election.

Year 2011 was the eye-opener on programming for inclusive education. The programme managed to secure and implement the Sylvia Adam's Inclusive Education advocacy project from June 2011 to May 2013. This was a two year project with an overall goal of advocating for improved enrolment, retention and learning outcomes for learners with disabilities in primary schools; covering three districts of Kibaha, Mkuranga and Kisarawe in Coast/Pwani region. This funding attracted other NGOs like Plan International, Baraza la Misikiti Tanzania (BAMITA) and individuals to join hands by supporting interventions targeting disabled children. In the same year, a survey on situational analysis of livelihood condition of people with disability was done and report produced. This report provides a backup in future programming in livelihood interventions and fundraising for PWDs.

Year 2012 laid the foundation for a new program on Inclusive Education whereby 7 new staff were recruited, planning, consultation and networking enhanced and increased working with the media for awareness creation to the wider public on disability issues. The same year 2012 saw programme advisory board for inclusive

education developed with members from the Tanzania Education Authority, International Aid Services, UNICEF, UNESCO, Sight Savers, Youth Disability Community Programme, Ministry of Education and Vocational Training, Prime Minister's Office-Regional Administration and Local Governance, SHIVYAWATA, ADD International; Ministry of Community Development, Gender and Children, Ministry of Health and Social Welfare, Ministry of Finance and Tanzania Institute of Education. Through this board, a network on inclusive education was developed that meets once in a year.

A two-year advocacy project for inclusive education funded by the Sylvia Adams Trust in 2011 – 2012 led to the design and funding of a comprehensive "Modelling Inclusive Education (MIE) programme in 3 districts of Pwani region. This MIE programme is contributing to the implementation of the National Strategy on Inclusive Education (NSIE) with the ultimate goal of systemic educational change, namely from segregation and integration to inclusive education responsive to diverse learning needs of all learners. As a result of implementation of MIE, enrolment rate in the project areas has progressively increased between 2012 and 2014. By November 2014, we had seen an increase in both net enrolment rate – now standing at 4.7% from less than 3% in July 2013 - and the Gross Enrolment rate which has gone up to over 9% from less than 4% in July 2013. 80% of these enrolled children with disabilities describe school as a better environment than staying at home while 15% of CWDs now enrolled in school are involved in school clubs. With the Global Partnership for Education support, the Ministry of Education and Vocational Training is now able to replicate some of the fundamental best practice from the programme to 6 more district councils of Tanzania.

Innovation
Partnerships have been built between media institutions and ADD TZP, where ADD TZP offers disability training to journalists in exchange for media coverage of disability issues and ADD TZP. This win-win for all has created a wider understanding of disability issues and is likely over time to lessen negative attitudes associated with people with disabilities.

Partnerships
ADD TZP recognises and values very highly the partnerships it has built with SHIVYAWATA (the national disability federation) and other DPOs, its primary stakeholders. The programme has also built relationships with secondary stakeholders such as mainstream organisations implementing inclusive development initiatives that benefit PWD alongside their non-disabled peers.   The ADD partnership approach varies from one project to another and from one area to another, guided by its overall principles of inclusion and empowerment for PWD.

Fundraising
Funding from the Headley and Sylvia Adams trusts, Comic Relief, the Allan and Nesta Charitable Settlement and the Vitol Foundation all facilitated shorter-term work and the securing of the Tanzania programme for the next five years.

The programme has gradually shifted from unrestricted to restricted funding over the past 5 years in response to global funding trends, a change that makes ADD TZP competitive in fundraising. In addition, there is increased recognition of ADD TZP as

the only cross-disability actor in the country and as a leading player in disability programming, which together have helped create a sound base for fundraising.

At the end of year 2013, ADD and partners had secured £1,191,098 for the project, leaving £342,113 still to be raised for the planned budget (£1,533,211). Fundraising in year two resulted in support from GPE that released funds to equip the 3 ESRACS. This support amounts to £26,389 (the initial request was for 4 project ESRACS amounting to £35,185, so one of the three funded ESRACs will now serve both Kibaha town and rural districts).

The country programme also influenced The Starkey Hearing Foundation who assessed hearing difficulties of 500 children in the programme area (cost covered by the project budget) between January and May 2014. 130 of these were provided with 260 hearing aids as a support from Starkey Foundation (they will continue to provide replacement of batteries for free); the rest were referred for treatment. These hearing aids would have cost the programme a total of £30,815. The programme also persuaded Sun Screen Lotion Company of Tanzania, which provided 30 sunscreen lotion tubes worth £556 for learners with albinism.

The fundraising from Starkey, Sun Screen Company and GPE totals £57,760, which reduces the funding gap from £342,113 (at the end of year one) to £284,354.

Staffing
Financial challenges in 2010 and 2011 meant that ADD TZP had to scale down staffing from 12 to 5, but these numbers have now recovered to their original levels due to local and UK fundraising, and the current complement is capable of expanding the programme.

Challenges

Poverty
In response to the extreme poverty levels among PWD in Tanzania, ADD TZP has sought to address economic empowerment for PWD. A situation analysis on the economic status of PWD was therefore conducted[1] to inform the next step of design intervention but the subsequent programming has yet to take place.

Access to education
Poor access to quality education by learners with disability is reflected in the low levels of education and literacy among PWD in Tanzania. ADD International conducted a number of awareness-raising sessions, lobbying and advocacy activities, and an inclusive education initiative to address this (as mentioned above). Guidelines were provided by the MOEVT, the Ministry of Education, to try to ensure local government authorities budget for inclusive education, but so far very little has been done and no specific budgets were established. However, ADD working with MOEVT and local government authorities through the MIE project will model, demonstrate and advocate for adoption of inclusive education as the best way to

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[1] Situational Analysis on economic empowerment for persons with disabilities in Dar es Salaam and Cost region of Tanzania, ADD TZP 2012

realize Universal Primary Education (UPE), Education For All (EFA) targets and equalisation of opportunities for children with disabilities to access education.

Understanding and Data
There is a mixed understanding of inclusive education, which can lead to different stakeholders implementing inclusive education differently and thus posing challenges.   Implementation of the NSIE which aims at bringing about systemic educational change requires first and foremost the establishment of a common understanding as to what inclusive education entails, so that there is a collective vision for its realisation.

Data on children with disabilities are not readily available at district levels, despite all districts being required to have up-to-date information, for various reasons including a lack of awareness of the importance of such data in the provision of services for these children. As a result baseline data is limited and it is therefore difficult to estimate the magnitude and nature of their needs.

Strengths and weaknesses

Strengths
ADD TZP is seen as an authoritative leader in inclusive education in Tanzania and within ADD International. The current understanding of inclusive education is set in the context of the wider goals of universal primary education (UPE) and education for all (EFA), and contributes significantly to building an inclusive society, education being the bedrock for all development, and is a process of responding to the diverse needs of all learners and providing appropriate support. In addition to direct support of IE, ADD TZP has utilised its experience gained from this work to inform and contribute to the implementation of the national strategy on inclusive education and is recognised by MOEVT in this role.

The ADD TZP team is capable of implementing the currently funded programme of work as well as taking on additional responsibilities for programme development. Once more funding is secured strategic expansion of the team will be done to build a diversified and multi-skilled team in alignment with growth of the programme.

Weaknesses
Although the country programme is financially secure, the existence of a funding gap for the MIE project is a weakness that needs to be addressed. Competition in resource mobilization with other actors is fierce however, and ADD TZP lacks a dedicated fundraiser able to commit all their time to building new funding streams.

There is no approved human resources handbook tailored to the local context and able to guide human resource decisions and processes, hence the review and finalisation of the current draft is a priority for this strategy.

Learning points
There are two contrasting attitudes that have emerged while implementing inclusive education.   Those in favour, who believe inclusive education is the best way to achieve UPE, and EFA, strongly argue that this should have started many years ago

and emphasise the need to address numerous challenges so as to make inclusive education bear the expected results. On the other hand those with an alternative view (often those who attended, or teach at, special schools) feel that inclusive education is not a realistic model as it faces many challenges that make it an inappropriate way of dealing with the issue. They feel the segregated and integrated systems are the best ways forward.

The four critical success factors needed to bring about and sustain education systemic change are: positive behaviour towards disability and the importance of education for disabled children; Education Support Resources and Assessment Centres (ESRACs) and School-Based Education Support (SBES) services; adequate financing of inclusive education using resource-based model; and the importance of multiple actors and cross-sectoral participation in the delivery of the project.

However, lessons from the past two years confirm that in order to realize inclusive education, radical changes are required in the whole education system and not just change within the mind-set of the people involved in delivering education. Improved communication, participation and consultation among the programme partners were found to be critical in the achievement of the overall goal for inclusive education, and the programme is progressively gaining popularity and support from the communities and stakeholders. What's more, engagement with collaborative partners has helped to reduce the funding gap e.g. Buguruni Deaf School linked ADD to the Starkey Foundation, Tanzania Albino Society (linked ADD to Sun Screen Lotion Company).

Policy and practice
In Tanzania a number of pro-disability policies and frameworks are in place, including the Government's adoption of the UNCRPD and passage of the Disability Act, yet the challenge of implementing these policies remains. All the policies and frameworks relevant to the programme therefore will be reviewed during this strategy to inform and influence advocacy work.

3. Context Analysis

3.1. Development context

The development agenda of Tanzania is enshrined in the Vision 2025 document which identifies five broad targets: high quality of livelihood; peace, stability and unity; good governance; a well educated and learning society; and a competitive economy capable of producing sustainable growth and shared benefits. Its aim is that the country will have graduated from least developed to middle income country status by 2025.

Between October 2012 and May 2013, United Republic of Tanzania took a keen interest in the national consultations on the Post 2015 global development agenda as it provided an opportunity to voice the concerns of people, in particular the poor, the marginalized and the vulnerable groups on a global development agenda that could define their future. The very fact that the MDGs were designed without

broader consultations of their main stakeholders, especially at the national level, their generality and loose integration to national policy were also a main attraction to the consultations. Post 2015 consultations in United Republic of Tanzania had two key objectives. First was to contribute to the global discussions on the future framework. Second was to use the information generated from consultations to inform its next series of mid-term development plans and strategies in achieving its long-term development aspirations. There is no a clear mention of disability as one of the vulnerable groups in the messages developed from consultation. However, the ADD programme advocacy strategy (covering 2013 – 2017) has priorities in inclusive education, health and employment that among others form the Tanzania Post-2015 MDGs messages developed during public consultation. The messages that arose from post-MDGs consultation were:

- Eradicate extreme poverty, hunger and inequality

- Achieve decent and productive employment

- Ensure quality service delivery

- Eliminate Gender inequality

- Combat diseases

- Reduce child and maternal mortality

- Promote Sustainable development

- Improve governance

- Enhancing effective development cooperation

- Promoting peace and security

Challenges are experienced by the international NGOs to mobilize resources from locally funding agencies for example Foundation for Civil Society (FCS) which diverted the focus of their funding requirements to local NGOs. ADD uses this as an opportunity to support DPOs to access such funds including providing linkages of DPOs to other international agencies like Abilis Foundation.

Key Development Data

Key parameter	Current status/analysis
Population	44.9 million (male 21.9 million, female 23.0 million)
Human Development Index	159 (out of 187) - UNDP
% Under Poverty Line	28% (2012) – World Bank
GDP Annual Growth (av.)	7.2% in 2014, with 7.4% forecast for 2015 - IMF
Rural-Urban Split	Urban population: 30% of total population (2014) - CIA
Support from Donors	Budget Support, Malaria/TB/HIV, Agriculture, Infrastructure Development and Education
Political Context/Trends	Political stability, Unity Government in Zanzibar; crack down on corruption & narcotics; 2013 constitutional review; presidential elections in 2015; progress towards East African integration
Main Donors	EU, World Bank, DFID. JICA, USAID & Embassies of Canada, Sweden, Denmark, AusAID
Development Priorities	Infrastructure, Agriculture, Education, Health Tourism, Water and Sanitation, Security, Governance
Political/Security Concerns	Multi-party democracy with 19 registered parties, Tanzania is a peaceful nation ranked 6th place in Africa and 55th global (Global Peace Index, 2012).
Vulnerable Groups	PWDs, pastoralists, elderly, OVCs, people living with HIV and AIDs
Disadvantaged Regions/ areas	Mtwara, Lindi, Kigoma, Coast, Rukwa and Zanzibar

Tanzania has good prospects to become a major producer of natural gas within a decade, a development that has already brought billions of dollars in direct foreign investment to the country and could contribute to correspondingly large export and budget revenue flows by around 2020.

3.2. *Disability rights and the disability movement*

The disability movement is becoming stronger and is now recognised by the government and other development partners. The common approaches used to create awareness of issues and challenges facing PWD include round-table discussions, lobbying and advocacy, campaigns and media coverage. SHIVYAWATA, the Tanzania disability federation, is comprised of 10 affiliate members, namely TAMH, CHAVITA, CHAWATA, TAS, TASODEB, KASI, TUSPO, PSORATA, ASBHT and TLB, and aims to afford a larger, louder and common voice on issues and challenges facing disabled people. It has 21 regional and 10 district level branches which assist in identifying, recognizing and supporting the needs and aspirations of PWD from the grassroots to the national level.

Tanzania has ratified national and global frameworks in support of PWDs including the UNCRPD in November 2009, 2010 National Disability Act and the Disability Act's Regulations released in December 2012. The national policy on disability is very clear on economic empowerment of people with disability, but the challenge is implementation of the political will. Negative attitudes and behaviour, inaccessible infrastructure and a lack of budgetary provision to address PWD's challenges and inclusive socio-economic initiatives - coupled with poor representation of PWD in decision-making bodies and systems – all form part of the context and situation faced by PWD.

Politically, disabled people continue to play a peripheral role in the country. There are just 5 disabled Members of Parliament (MPs) out of a total of 357 MPs (of which 4 are on special seats and only one was elected through the general election) while a further 20 president-appointed MPs sit in the Constitutional Assembly (CA), making a total of 25 disabled MPs out of 558 CA members. Despite this, the disability movement has won adoption of 18 of its 25 proposals for the new constitution, currently in draft form. ADD International country programme will support 6 DPOs from regions to participate effectively in the constitution referendum process to happen in 2015.

4. Strategic Aims 2013-17

The strategic aims of the Tanzania programme over the 5 years are:

i) **To support DPOs and SHIVYAWATA to become vibrant and more effective organisations able to address the challenges and concerns facing PWDs while contributing to their improved livelihoods and social wellbeing.**

The capacity building of DPOs including SHIVYAWATA will be undertaken through information sharing, joint programming, mentoring and coaching so that leaders and members gain hands-on experience of undertaking practical initiatives and making decisions that will address their members' problems. This will equip them with knowledge, skills, confidence and motivation to take actions with positive change for the benefit of PWD and the disability movement at large.

ii) **To support and promote disability inclusion in development processes together with an understanding of disability as key factor in exclusion and inequality.**

The programme will promote inclusive education, and disability mainstreaming so as to improve PWD's wellbeing and capacity to participate in the development activities. ADD will work with mainstream actors to embrace inclusive practices so that their work benefits PWD alongside their non-disabled peers, adopting universal design principles to ensure that all development work includes and provides for PWD.

ADD Tanzania adding value to the disability movement

DPO capacity building by ADD will comprise a mix of financial support, training, coaching, mentoring and joint programming. This holistic and hands-on support in fundraising, project planning, implementation, monitoring, evaluation and reporting will ensure the newly acquired capacities and skills are embedded and utilised. Innovative use of the media to reach more people and take ADD TZP's work beyond its current geographical focus areas will enhance understanding and awareness of disability as part and parcel of human diversity.

Building on the programme's achievements

Programme development will be responsive to beneficiaries' needs and evidence based, using research, situational analyses, and monitoring and evaluations. ADD TZP will seek to collaborate with national and international research institutions to promote this work, while the country team will be strengthened in research and writing skills to ensure better management of research. Strengthened collaboration with the disability movement and with both local and INGOs will be prioritised to provide a platform for sharing experiences, joint advocacy and resource mobilization. In addition, ADD TZP will seek use proven, cost effective and scalable projects or models as the basis for expanding or replicating similar interventions.

Outcomes by 2017 in terms of the lives of disabled people living in poverty

Outcomes will be focussed on efforts to enable PWD's organisations to develop self-reliance through a number of projects to be jointly designed and implemented by ADD in collaborative partnerships with DOPs and SHIVYAWATA over the timeframe of this strategy. The strategy will strive to avail a variety of opportunities for PWD to discover their potential, understand their environment, and make informed decisions pertaining to improving their livelihoods, wellbeing and overall understanding of disability as part of human diversity.

More specifically by 2017, the Tanzania country programme will aim to reach the following numbers of direct beneficiaries:

Outcome	Target
35% of CWD to be enrolled between 2013-2017 (2013 baseline is 5%)	3,174
Number of teachers to be trained (6 teachers x 265 schools)	1,590
Parents and family members to be trained (1 parent x # CWDs - 529 plus 3,174)	3,703
Other education personnel to be trained (55 Ward Education Coordinators, 25 teachers at ESRACs), 3 District Special Education Officers, 3 District Education Officers, 3 DSWOs, 3 MCH staff and 24 District Levels education personnel	116
DPO leaders	135

In total, 9,247 direct beneficiaries will be reached. Additionally, a total of 503,861 indirect beneficiaries will be reached through awareness raising sessions, feedback from direct beneficiaries and the media.

The level(s) of the disability movement at which the programme will work
The programme will work with DPOs at all levels of individuals, family, community, district, regional and national levels, although the bulk of the MIE focus will be at a mix of community (via schools), district and national levels. Any disability mainstreaming work will be primarily at national level, with other INGOs and ministries other than MOEVT, while livelihoods work will instead focus at family and community level.

How will the programme address both the immediate needs and the wider rights of disabled people?

The MIE programme, the largest element by far of ADD TZP, will work at the level of both immediate needs as well as wider rights. On the one hand it will increase the numbers of disabled children receiving the same quality of education – and alongside – their non-disabled peers, thereby meeting their basic need for education. And on the other it will seek to bring about systemic educational change by its input into government policy, budget allocation, school infrastructure and teacher training. ADD will also continue to provide ATS to DPOs, to enable them to address their members' needs while, collectively, seeking to ensure the various duty-bearers meet their members' rights.

How the programme will be sustainable

The MIE programme will work in partnership with MOEVT and has been designed to become fully embedded in ministry systems, processes and thinking so that, on its conclusion, the approach will be not only maintained in the affected districts but also rolled out to other parts of the country. Meanwhile, capacity building coaching,

and mentoring support of DPOs will explicitly include support around all the different aspects of resource mobilisation so that DPOs become increasingly able to secure their own futures independent of ADD.

4.2   Strategic Focus Areas

In the next 3 years ADD TZP will continue to focus on inclusive education; mainstreaming disability; and capacity building for DPOs. These areas of engagement will be influenced and enhanced by the cross-cutting issues of gender, communication and learning.

Effective communication, lobbying and advocacy will be harnessed, in collaboration with DPOs, SHIVYAWATA and the wider disability movement, towards the aim of ensuring the various existing government policies and frameworks related to ADD TZP's strategic thematic areas are fully implemented, as it is through media activities that increased understanding of disability will be realised and collective visioning for an inclusive society will be articulated. A range of media outlets will be targeted so as to promote networks and linkages among DPOs and pro-disability actors, underpinned by a common message of the need for social justice and the struggle to attain disabled people's rights.

Communities, families and parents of disabled children have power and influence over attitudes, behaviour and public perception of the value of education for disabled children. Advocacy campaigns to public awareness on the issues of IE, and direct alliances between DPOs, schools, and families/communities will be the means used to influence systemic change. Intended outcomes for influence from this relationship will be positive support to disabled children's education by parents, other family members/caregivers and improved knowledge and attitudes within communities that fosters their support and participation to enable access to education for disabled children.

5. Programme interventions 2013 – 17

> **Strategic Objective 1**: *To support 6 DPOs and SHIVYAWATA to become vibrant and more effective organisations able to address the challenges and concerns facing PWDs while contributing to their improved livelihoods and social wellbeing.*

The use of the five core capabilities tool (FCC) and wellbeing interviews (line spectrum) will be used to capture information and conduct analysis of progress against the vibrancy and effectiveness of DPOs and SHIVYAWATA. The following activities will be undertaken to progress this strategic objective:

* Identifying DPOs' and SHIVYWATA's capacity needs and develop projects to address them.
* Training DPO leaders in management skills, monitoring, evaluation and financial and narrative reporting with follow up coaching and mentoring to ensure newly acquired knowledge and skills are put to use.
* Supporting DPOs to employ competent personnel capable of fundraising and effective and quality delivery of projects and programmes.

- Promoting exchange visits to enable DPOs and SHIVYAWATA to gain exposure and experience
- Developing joint projects and programmes with DPOs and SHIVYAWATA to give them hands-on experience in projects and programme implementation and management.
- Supporting SHIVYAWATA and other DPOs to take the lead in influencing and advocacy in Tanzania.

> **Strategic Objective 2:** To support and promote disability inclusion in development processes together with an understanding of disability as key factor in exclusion and inequality.

This strategic objective will be pursued by way of two separate but inter-connected work streams: an inclusive education programme designed to model best practice for eventual scaling up by others, including MOEVT; and support for DPO advocacy activities designed to bring PWD into the development mainstream.

Inclusive education
ADD TZP will demonstrate the practical changes required to transform the current education system into an inclusive one that is responsive to the diverse needs of all leaners, including those with disabilities. This will ultimately contribute to building an inclusive society as children who study together learn to appreciate each other and how to live together, thus building an inclusive society. The following outputs summarize the deliverables as practical changes explaining the how this strategic objective will be realized:

Outputs	Target (beneficiaries)		Target (No.)
	M	F	
173 National Strategy on Inclusive Education copies produced in Braille and large prints (250) and in normal writings (1,500)	-	-	173 (braille) 250 (large) 1500 (standard)
1010 different pieces of awareness materials produced and distributed (this is a very high number	-	-	500 (t-shirts), 200 (brochure), 100 A3 poster, 10 banners and 200 flyers
4 media outlets established and media people trained on disability issues for positive coverage.	10	10	4

National level participants sensitized and their awareness raised on importance of education the development of inclusive policies, practices and culture to improve access, retention and improved learning outcomes for learners with disabilities.	33	33	46
District and regional level participants sensitized and their awareness raised on importance of education (aiming at scaling up and marketing the inclusive education model for replication towards the end of the strategy).	114	115	229
Key national/ international events commemorated			3 (Disability Day; Global Education week; Child of Africa)
School Based Education Support (SBES) advocacy forums established at community level			20
1 support guideline for Education Support and Resource Assessment Centres and 1 for SBES produced			1 ESRAC 1 SBES
Training conducted on identification of CWDs assessment, referrals, rehabilitation and placement (for teachers, education officers, representatives of parents and SHIVYAWATA leaders)	10	10	
Newly enrolled learners with disability rehabilitated	25	25	
Regular monitoring conducted for learning and improving project delivery	-	-	9 visits
1 Baseline survey conducted	-	-	1
Training completed and operationalization of M&E system conducted	-	-	79
M&E data base designed	-	-	1
Conduct research into the cost of inclusive education for all learners (disabled and non-disabled) so as to ascertain whether children benefit equally in inclusive set ups			1

Mainstreaming disability

Work towards the inclusion of disabled people into the mainstream of society will be an integral part of the ADD TZP strategy. It will be based on the understanding that attitudinal, physical, social and communication barriers prevent inclusion of PWD into society, and therefore there is need to take deliberate measures to address these barriers in order to enable enjoyment of equal rights, equal life quality and participation in social events for PWDs. Ways for taking this forward will include but are not limited to:

- Situation analysis on mainstreaming disability in the strategic thematic focus areas.
- Consultation with potential partners and donors
- Development of concept notes and proposals to secure funding
- Implementation of the funded projects based on secured grants.

Partnerships

Building effective partnerships is seen as an essential component for the delivery of the strategy, as PWD face complex challenges that call for a multi-sectoral approach. The synergy available through partnering enables each partner to reach more beneficiaries with greater, more holistic impact, and partnership brings with it greater likelihood of sustainable impact, as a result of having addressed multiple factors, thereby enhancing and consolidating technical, financial and institutional sustainability.

Both operational and strategic partnerships will be developed where there is a basis of shared vision and goals, mutual support and acknowledged interdependence and ownership. Operational partnerships will be built with a range of organisations, institutions and networks with the aim of making the disability movement stronger, while strategic partnerships with a number of organisations and institutions will be developed for joint fundraising. Each party to the partnership will bring a different set of resources to the partnership.

How will country programme add value by linking with other ADD work at regional international level?

ADD International has a number of programme and projects across 5 countries, 3 in Africa and 2 in Asia. Within this family of programmes ADD TZP is leading on inclusive education, with the potential later also to take the lead in mainstreaming disability and economic empowerment for PWDs. Sharing experiences and learning from these thematic areas will be the country's contribution to effective organisational learning. Other countries will have the opportunity to learn from ADD TZP while at the same time ADD TZP will also learn from other country programmes for improvement and accountability. This will significantly contribute to making ADD International a learning organisation

Work to be directly implemented by ADD International?

ADD TZP will directly implement or work with a sole aim of modelling or demonstrating given interventions that operational partners may be not in a position to implement effectively. Implementation of such interventions would go hand in hand with coaching and mentoring of partners for handing over when the operational partners have developed the capacity to take over or and replication and scaling those intervention to reach more beneficiaries. A good example is Modelling Inclusive Education project in Tanzania that was jointly developed and is implemented by ADD, MOEVT and SHIVYAWATA.

By 2017, the programme will measure progress against the following outcomes and targets:

Outcome 1: Disabled Children have improved access to quality primary education in the project area by the end of the project

Outcome Indicators	Target %	Target No.
Increased gross enrolment rate (from baseline of 5%) for disabled children in the project area *(Estimated CWDs to be enrolled between 2013 and 2017)*	30%	N/A
Increased net enrolment rate (from baseline of 5%) for disabled children in the project area *(Estimated CWDs to be enrolled between 2013 and 2017)*	30%	N/A
Percentage of CWDs who are enrolled in the project area completing standard seven (the minimum completion per cent for entire children is 60%; completion for CWDs is 3% as baseline)	67%	N/A
266 of schools are accessible and have a disability sensitive environment including T/L materials (Zero at baseline)	100%	266

Outcome 2: Disabled children develop skills and knowledge to improve their performance and meaningful participation in school by the end of the project

Outcome Indicators (including targets where appropriate in relation to baseline data)	Target %	Target No.
Percentage of those learners with disabilities that finish their academic year and reach their agreed learning objectives at the end of academic year. + Figures provided for each year cohort. + Average % provided at the end of the 5 years.	60%	Baseline will be provided for the 2014 results
An average percentage of disabled learners each year (over the five years) involved in school/ social clubs & councils. + Figures provided for each year cohort +106 (65 girls) which 15% of all CWDs enrolled	50%	Baseline will be provided for the 2014 results
Percentage of enrolled disabled children report school as a positive experience based on learning and interaction with peers	66%	N/A

Outcome 3: Families & Communities support and advocate for disabled children's education by the end of the project

Outcome Indicators (including targets where appropriate in relation to baseline data)	Target %	Target No.
Percentage (in the final year of the project) of parents of disabled learners communicating regularly with teachers and school (management committees) about their children's progress. (3,703 = direct beneficiaries)	80% (final year)	N/A
Number of positive media coverage on disability issues including IE.	N/A	180
Number of Ward Development Council meetings have I.E as an agenda item	N/A	15

Outcome 4: Government & Education Sector actively implements the NSIE in the project area by the end of the project

Outcome Indicators (including targets where appropriate in relation to baseline data)	Target %	Target No.
Number of ESRACS and SBES IE support services fully equipped and operational	N/A	5 ESRACS 20 SBES
Number and percentage of teachers trained in diverse teaching and learning methodologies in the project area.	57%	1,596
Percentage of teachers that have been trained are demonstrating their new practice in observed lessons to required quality	50%	798
Number of schools in the project area piloting resource based funding.	N/A	4
Percentage resource allocation by Government ministries & agencies for implementation of IE.	3%	6%

Outcome 5: Vibrant and functional DPOs and SHIVYWATA actively participating in the implementation of the project by the end of the project period

Outcome Indicators	Predicted %	Predicted No.
Number of new successful proposal(s) agreed by donors to support IE programme	N/A	4
Number of advocacy campaigns in accordance with IE advocacy strategy conducted	N/A	82

Outcome Indicators	Predicted %	Predicted No.
Evidence of DPO facilitated links and communication established between institutions (government, education sector) and communities/ families	N/A	Qualitative

In addition to these programme objectives and outcome, ADD TZ will – towards the end of the strategy period – explore new thematic areas of engagement and related restricted funding potential. These new areas are likely to be in the fields of economic empowerment, disability mainstreaming and HIV/AIDS.

6. Monitoring, Evaluation and Learning

Monitoring of the country strategy will be done at all levels: community, district and national. All program staff will participate in data collection, analysis and compilation, while the M&E Coordinator will generate overall quarterly and annual reports through the use of FCC and Well-being interviews with data to be filled in a template. The country programme will continue to train at least 6 DPOs and SHIVYAWATA in the use of the FCC and line spectrum tools in gathering wellbeing and capacity information to measure change. This will sustainably assist them to keep measuring change happening within their DPOs even beyond 2017. All data will be disaggregated into performance and outcome Indicators, with country strategy monitoring indicators part of the M&E system. Annual programme reviews will be conducted as part of implementation while evaluations will be conducted by external evaluators to assess program performance at the mid-term and end of the program. In this, participatory evaluation methods will be employed to enable stakeholder participation (i.e. DPOs, MoEVT, ADD and the beneficiary communities). These evaluations will be based on agreed terms of reference and ADD policies and procedures, with findings and recommendations used to inform new project design processes.

In addition, ADD TZP will commission research as operational needs dictate so as to support and ensure evidence-based delivery of the programme and strategy. Research, monitoring and evaluation will feed into on going programme development and delivery with ultimate aims of learning to improve, attribution and accountability at all levels.

7. Resourcing

7.1   Human Resources

The human resources needed to achieve the strategic aims and objectives will expand as additional resources become available. Each programme component will be expected to meet 100% of the costs for direct project staff as well as make a contribution to core administrative and management costs. Each project will aim to have a project manager and programme officers responsible for the project components, including assigned MEL staff to undertake learning activities. Depending on the size of the team, the new projects will share costs for a human

resource manager-administrator to take care of logistics, human resources and administrative functions.

All openings will be advertised and recruitment made on experience and merit to ensure staff with the right skills that complement each other are engaged. Staff annual performance planning and development will be used to budget for staff capacity building requirements. This will ensure the right skills and experience are secured or developed to deliver the strategy, and motivate and retain staff.

People with disabilities will be prioritised with the aim of making 50% of ADD TZP staff comprised of skilled and competent employees with disabilities that was less than 30% before. Deliberate measures will be taken to ensure TZP increasingly employs staff with disabilities. Internship positions for staff with disabilities will be established so as to promote skilled PWDs to compete effectively in the labour market. Annual cost of living adjustments will be built in to the budget to make ADD TZP a good employer as well as building an inclusive culture and staff support in the workplace.

7.2 Systems and facilities

Capital items required to deliver this strategy will be directly proportionate to the expansion of the programme through new projects. Each new project will build into its budget any required capital items to deliver the project. There is currently limited administrative capacity support for more projects, implying that any new projects will have to build in adequate budget for strengthening the ADD TZP administrative function.

On-going organisational upgrades of the finance and M&E systems will help provide a conducive working environment, while staff orientation and training will be in built in the project budgets. The existing human resources manual will be reviewed and updated, in alignment with ADD International's global HR guidelines.

The current IT capacity can accommodate one additional project staff, and will be assessed against additional requirements caused by programme expansion to identify gaps and upgrading needed.

7.3 Core costs

Core costs will be recovered by ensuring each project contributes a percentage equivalent to core staff time spent in supporting that project as well as a percentage of the project staff and office space assigned.

A more spacious office will be needed as the programme grows, as the current office is fully occupied. Each project may also involve procurement of equipment such a vehicle, computers, a copier etc. based on the size of the project.

7.4 Financial

For 2013 to 2017 a total of £1,140,000 is secured, with Comic Relief contributing £960,000, Vitol Foundation £155,000 and The Allan and Nesta Foundation £25,000.

Additional funding will be sought to fill the MIE funding gap, as set out in the table below.

EXPECTED INCOME FROM POTENTIAL DONORS TO BRIDGE FUNDING GAP		
NAME	EXPECTED FUNDING	STATUS
1. Tanzania Education Authority (TEA)	£50,000	Waiting to start Public Campaign with new Media Partner Azam TV
2. Jacobs Foundation	£7,946	Drafting concept note
3. Waterloo Foundation	£80,000	Application Q1 2015

Efforts to develop partnerships with potential actors and donors as well as maintaining the current donors continue. Potential donors include DFID, Comic Relief, Vitol, OSI, EU, USAid, Tanzania Education Authority, Vodacom Foundation, ELMA Foundation and a number of trusts and foundation both in the UK and in Tanzania. At the end of the 5 years, the anticipated funding profile should be comprised of at least 2 longer term funding and a number of medium size grants.

ADD had anticipated that the fundraising campaign planned between 2013 and 2014 with the Tanzania Education Authority (TEA) and Sahara Media Group, which was successfully developed, would have raised a significant further funds, however TEA could not pay for air time to Sahara Media Group as planned - Azam media have offered free TV slots and we will take up this offer for the campaign next year. In eth next 3 years, the programme will continue seek funds from both in-country and external donors to meet requirements of implementing this strategy.

The programme will develop consortia with other agencies including Sense International, International Aid Services, Media and VSO to create more opportunities for funding on disability thematic areas. 3 meetings have already taken place with VSO and Sense International and 1 meeting with International Aid Services with prospects of developing consortia and expand chances of acquiring funds from the DFID's Human Innovation Development Fund Phase II to be announced between May and August 2015.

In addition, ADD TZP will explore the potential for doubling the restricted income from its current level of £1,140,000 to £2,240,000, so as to support new programme areas on economic empowerment, mainstreaming disability and HIV/AIDS.